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ABSTRACT

"Project Assist," conducted in two elementary schools and one junior high school, tested the hypothesis that students in schools with trained instructional reading aides will read better than students in schools with either untrained aides or no aides. This report presents data on the project gathered during the 1973-1974 school year. Separate sections present a glossary of terms, an abstract, a program description, recommended answers to "decision questions" regarding continuation of the project, a summary of stated program objectives and the degree to which they were met, and miscellaneous additional information. Appendixes present reports on a variety of aspects of the program, including the following: tests of basic concepts, reading achievement, self concept, and reading attitudes that were administered to students; pupil attendance; observation of aides; teacher, aide and principal questionnaires; parent, student, teacher, and aide interviews; aides' daily activities; and topics used for staff development. Numerous tables are included in the report and the appendixes. (GW)

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1973-74

EVALUATION REPORT

ESAA I Pilot Project Assist

Ann M. Lee, Ph.D.
Project Evaluator

Linda Barrientos
Classroom Observer

Charles Boyd
Classroom Observer

Mary Alice Castillo
Secretary

Sue Ford
Classroom Observer

Dorice Kemp
Project Coordinator

Approved: Freda M. Holley
Freda M. Holley, Ph.D.
Coordinator of Instructional Evaluation

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July, 1974

Office of Research and Evaluation
6100 N. Guadalupe
Austin, Texas 78752
Phone: 451-6482

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TABLE OF CONTENTS

Table of Contents i

Note to the Reader ii

I Glossary iii

I. Abstract 1

II. Program Description 2

III. Decision Questions Addressed 10

IV. Context Description 18

V. Achievement of Objectives 29

VI. Interrelationships 59

VII. Miscellaneous Information 60

VIII. Appendices 63

A. Boehm Test of Basic Concepts Report
B. California Achievement Test Report
C. Prescriptive Reading Inventory Report
D. Pupil Attendance Report
E. Piers-Harris Childrens' Test of Self Concept Report
F. Elementary Reading Attitudinal Test Report
G. Secondary Reading Attitudinal Test Report
H. Aide Observation Guide Report
I. Teacher Questionnaire Report
J. Parent Interview Report
K. Student Interview Report
L. Aide Questionnaire Report
M. Teacher Interview Report
N. Aide Interview Report
O. Case Studies Report
P. Pre- and In-service Report
Q. Principal Questionnaire Report

Note to the Reader

In this report the term "experimental group" refers to the Project Assist schools - Palm, Metz, and Martin, and the term "control group" refers to those schools which were designated as general aide comparison schools. Throughout the first project year it became increasingly obvious that this latter group could in no way be considered a control group as the term is commonly defined. There were no strict controls placed on these schools requiring them to utilize their aides in a general way only. Nor were any categorical restrictions placed on the new programs which were introduced into these comparison schools during the year. Consequently, some of the comparison schools were more like "experimental" schools than the control schools they were envisioned to be at the project outset.

GLOSSARY

1. affective - a term used to describe feeling or emotion instead of thought.
2. AISD - the Austin Independent School District.
3. basal reader - a book written for students, designed at a designated level of difficulty and constructed to develop reading skills and vocabulary.
4. Bilingual/Bicultural Project - a federally funded program the purpose of which is to make available to minority group students a learning curriculum in their primary language that promotes appreciation of their culture.
5. Boehm Test of Basic Concepts - an instrument used to measure learning readiness skills of kindergarten children.
6. California Achievement Test - an instrument which measures ability to understand the content material presented, the performance of the student in applying concepts to problem solving, and the performance of the student in using the tools of reading and math in progressively difficult situations.
7. classroom observer - an external agent whose principal task is to gather data by various instruments and observe behavior in a classroom situation. (Sometimes called process evaluator).
8. cognitive - a term used to describe mental processes or thought.
9. Communications Skills Project - an AISD project funded by Model Cities and Title I. It provides additional staff, staff training, parental involvement, and special materials and equipment to four schools (Brooke, Zavala, Ortega, Blackshear) for the purpose of improving students' reading, learning, and communicating skills.
10. context - the situation in which the project functions; factors, both positive and negative, that prevail in the experimental and control situation, over which the Project has no control.

11. CIPO evaluation model - Context Input Processes Outcomes, the model used by the Austin Independent School District Office of Research and Evaluation to evaluate the performance, both on-going and final, of an educational program.

12. decision questions - questions concerning the effectiveness of the program, posited by system, program, and school staffs, and for which data is supplied by the evaluation staff.

13. Dolch word list - contains the 500 most common words found in many basal readers.

14. ESAA - Emergency School Assistance Act, passed by Congress in 1973 to aid schools undergoing the desegregation process.

15. ESAA Advisory Committee - Emergency School Assistance Act, an ethnically balanced group of approximately forty members of the community whose job is to comment and advise on ESAA programs.

16. encumberance of funds - the withholding of a specific amount of money to be spent at a later time on a specific purpose.

17. EBEC - Encylopedia Britannica Educational Corporation, the firm which produces LEIR materials and training.

18. evaluation design - an outline of a system by which the evaluation of a program will proceed.

19. experimental - in reference to Project Assist, the schools in which the reading project hypothesis is being actively introduced and tested.

20. forced-choice test - an instrument in which a student must make a selection among several answers given him in an item.

21. formative evaluation - ongoing evaluation which provides data for the revision of a program on a short term basis.

22. gain - a statistical increase; usually defined as the difference between a prescore and a postscore.

23. general aide - persons whose purpose and training is directed towards overall assistance to student and teacher.

24. G.E.D. - General Education Diploma, an equivalancy of the generally conferred high school diploma.

25. Hoffman system - a mechanized learning and reading program.

26. individualized instruction - instruction which is based on the individual needs of each child. This type of instruction usually occurs in smaller groups and with a smaller teacher/learner ratio than does non-individualized instruction.

27. inputs - resources such as extra staff, training, and project activities which occur outside the classroom.

28. inservice training - any training which occurs after the start of the instructional phase of a program.

29. instructional diagnosis - the analysis by a teacher or aide of a student's learning progress. It may be oral or written.

30. instrument - a test; a measure; an evaluation tool.

31. interview - a session (between subject and process evaluator) in which data is orally given and extracted for the purpose of program evaluation.

32. item - any of various questions on a test.

33. Language Arts Fair - events held at the end of the 1973-74 school year at Metz and Palm elementary schools. Students and visitors were involved in LEIR activities, and the books written by the students throughout the year were displayed and honored.

34. Language Experience In Reading (L.E.I.R.) - a reading approach used at Metz and Palm schools. LEIR accepts the language that a child brings to school and acts upon that. This approach is based on the philosophy that what a child thinks can be said, what he says can be written, and what he writes can be read by himself and others.

35. Likert-type scale - a question format which contains a statement followed by a continuum of responses from which a person is asked to choose and designate the response most like his/hers on the statement.

Examples:

How much do you use your Project Assist aide for reading instructional activities?

1	2	3	4	5
never	rarely	sometimes	often	always

36. mean - the average of a set of numbers.

37. minority groups - ethnic groups other than Anglo/Caucasian peoples; in Austin, Texas, this phrase generally refers to blacks and/or Mexican-Americans.

38. N - a symbol denoting the number of units in a group.

39. objective - a stated goal of a program, usually very specific.

40. observation - a period of time during which a process evaluator witnesses and records, for the purpose of evaluation, the various functions, resources, and activities of a classroom.

41. outcomes - the results of the project, defined in terms of student behaviors and achievements.

42. (p .05) - a symbol used to describe an event which is likely to occur by chance no more than five times out of a hundred.

43. percent attendance - the average daily school attendance divided by the average daily school membership, expressed as a percent.

44. phonetic anaylsis - an instrument used to orally extract phonetic deficiencies and descrepancies in the students tested.

45. pilot project - a term used to characterize an experimental program, the effectiveness of which is being ascertained.

46. Piers-Harris Children's Self-Concept Scale - an instrument used to ascertain the level of self-concept in elementary and junior high age children.

47. post - a second administration of a test after and interval of time in order to measure individual gain or loss in areas covered by the test.

48. pre - an initial administration of a test that is to be administered again at a later date in order to measure individual gain or loss in areas covered by the test.

49. Prescriptive Reading Inventory (PRI) - an instrument which defines a student's performance solely in terms of behaviorally stated objectives he has or has not mastered.

50. preservice training - any training held for and attended by the participants of a program prior to its initiation.

51. probability - an arithmetic expression describing the likehood of an occurrence of an event.

52. processes - in reference to Project Assist, the classroom activities which implement the project inputs and strive to yield the project outcome objectives.

53. process evaluator - see "classroom observer"

54. Pupil-Teacher Ratio (PTR) - a numerical relation describing the number of students to every teacher, i.e., 23/1.

55. questionnaire - a formulated series of questions designed to elicit written data from subjects for the purpose of evaluation.

56. random selection - a sample of the members of some total population drawn in such a way that every member of the population has an equal chance of being included.

57. reading aide - an agent whose principal task is to provide assistance to the teacher and the student in the classroom so as to measurably raise the reading level of the student.

58. reading lab - specially equipped rooms staffed and funded by Title I resources, provided for the benefit of those students who need individualized instruction on reading skills.

59. Region XIII Service Center - one of 20 Texas-funded resource centers designed to assist educational efforts in the areas in and around Austin, Texas.

60. reliability - the extent to which a test is consistent in its measuring.

61. response - in an instrument, the answer given to a question either written or verbal.

62. self-concept - a term used to describe the degree of personal esteem that a student holds for himself.

63. significant difference - a phrase used to signify that the difference between two statistics is not likely to occur more than a certain predetermined number of times by chance.

64. standardized instrument - a test designed to provide a systematic sample of individual performance, scored in conformance with definite rules and interpreted in reference to certain normative information.

65. statistic - any numerical datum; an estimate of a variable.

66. statistically significant - a phrase used to describe an important numerical difference between two or more statistics.

67. structural analysis - an analysis of the proper use of words, their stems and prefixes.

68. subject - in this report, a person whose behavior is being measured in some way.

69. summative evaluation - an evaluation conducted at the end of a program, attempting to report the degree of success of that effort.

70. System Development Corporation - a firm in Santa Monica, California, which was awarded the contract for the national evaluation of ESAA pilot programs. Austin schools Palm and Brooke were randomly selected as evaluation units during the 1973-74 school year.

71. teacher aide - in reference to Project Assist, those persons whose training is geared to assistance in the area of reading achievement.

72. t-test - a statistical computation used to determine whether or not two different statistics are significantly different.

73. Title I - the first of several sections of the Elementary and Secondary Education Act. The first title is specifically intended to raise the educational levels of minority students.

74. vailidity - the extent to which a test does the job it was developed to perform.

I

ABSTRACT

This report presents data gathered during the 1973-74 school year on the Austin Independent School District (Austin, Texas) implementation of the ESAA I Pilot Project, locally known as Project Assist, in two elementary schools (Metz and Palm) and one junior high (Martin). The project was originally designed to test the hypothesis that students learning in schools with trained reading aides will read better than students learning in schools with untrained general aides, and better than students working in schools with no aides at all. Two comparison groups were designated as the latter two groups.

Classroom observations indicated, on the whole, that reading aides are involved in more instructional activities, use more instructional strategies, and work in classrooms more than untrained general aides do. Teacher, aide, and principal reactions to the program are, in general, positive although aides and teachers had many suggestions for improvement of the project, particularly aide and teacher training. Parent interviews indicate that there is general community support for what Project Assist is attempting to do and the methods for accomplishing it. Students accepted reading aides as instructional personnel.

Despite problems with the achievement measures used in the evaluation, the data indicate that student reading achievement during the first project year was not appreciably different than it would have been without Project Assist. No gains were seen in self concept in the project schools. Some gains at the elementary level in attitude toward reading and school attendance were seen.

II

PROJECT DESCRIPTION

PROGRAM DESCRIPTION

Introduction

Project Assist is a 1973-74 pilot project in the Austin Independent School District (AISD) funded by the Emergency School Assistance Act (ESAA) for $297,000. The program was established in response to a need to reduce the discrepancy in reading achievement between majority- and minority-group students. The project focuses on the use of teacher aides as instructional reading aides who have been trained in reading instructional techniques using a specific set of reading materials. The project was designed to test the following hypothesis:

> Students who are in contact with teacher aides who have had specific training in the area of reading instruction, will learn to read better than students who are in contact with teacher aides who have had no reading training, and also better than students who are in contact with no teacher aides.

The above-described three groups of students being measured in this study are:

Experimental Schools	General Aide Schools	No Aide Schools
Metz Elementary	Brooke Elementary	Becker Elementary
Palm Elementary	Ortega Elementary	Dawson Elementary
Martin Junior High	Allan Junior High	Fulmore Junior High
		Travis Heights Sixth Grade Center

There are several components to the project. These will be described in the following sections.

Teacher Aides

The project focuses on the use of instructional reading aides. These aides were to be selected from the school neighborhoods and from minority groups. Each aide in the elementary schools worked with the teachers at one grade level. Aides at the junior high level worked with classroom teachers (of either reading, English, or social studies). All the aides were placed in schools to work exclusively as instructional classroom aides on the reading task.

Training

Prior to the beginning of school, the aides were given intensive reading instructional training over a four week period. They received additional inservice training during the project year. Project teachers at the three project schools also received training throughout the year on the use of reading materials placed in their schools and in the effective utilization of the Project Assist aides placed in their classrooms.

In addition to the above training conducted by the project coordinator, a consultant with Encyclopedia Britannica Educational Corporation was contracted to spend 60 days in the project elementary schools during the year training aides and teachers in the use of L.E.I.R. materials and techniques.

Reading Materials

Reading materials which the aides were trained to utilize were a key feature of the project. The faculties at each of the three experimental schools selected the reading curriculum which was utilized in their school. All materials purchased were evaluated by project teachers and recommended prior to purchase of the materials by project monies.

Aides and teachers at the elementary level used a language experience approach curriculum called Language Experience in Reading (L.E.I.R.) which was developed by Dr. Roach Van Allen. The junior high aides and teachers used a collection of materials to promote individualization of reading instruction, e.g. the newspaper, audiovisual aids, programmed reading curricula, etc.

Audiovisual equipment (recorders, projectors, record players, etc.) were also placed in the schools. Library books were bought by the project and placed in the classrooms. Some consumable materials for students', aides', and teachers' use (student workbooks, paper, laminating film, etc.) were also purchased by the project. Filmstrips and films were bought and rented to provide experiences from which students verbalized, wrote, and read. Professional resource books were also provided for teachers and aides.

Other Components and Activities

Although there was not a funded parental involvement component in the program, some project activities were initiated to promote parental involvement in the two elementary schools. Parents were recruited and trained by project staff and school staffs to publish children's books in school publishing centers.

Young Authors Fairs were held in April 1974, at Metz and Palm to celebrate this writing, illustrating and publishing of over 1,000 books at these two schools during the project year. The writing of these books was initiated by the L.E.I.R. curriculum, and the Fairs were sponsored by the project.

Evaluation was also a component of the project. A description of its activities is found in the following section.

EVALUATION DESCRIPTION

Introduction

The evaluation of Project Assist attempted to answer the following major question:

> Do students who are in contact with teacher aides who have had specific training in the area of reading instruction learn to read better than students who are in contact with teacher aides who have had no reading training, and also better than students who are in contact with no teacher aides?

Additional questions to be answered revolve around several topics: program effects other than achievement, degree of program implementation, and documentation of extra-program activities which may affect the program and/or evaluation of the program.

A major focus of this evaluation is based on data gathered by classroom observations and by interviews with program and school personnel.

The following sections will describe the Project Assist evaluation design, the evaluation staff and their various activities, descriptions of the instruments used and their administration, and data analysis conducted.

Evaluation Design

The Project Assist evaluation design was drafted in August and September, 1973, and was reviewed by the A.I.S.D. Superintendent's Cabinet in October. This draft of the design included:

Decision Questions To Be Addressed By The Project Assist Evaluation
Program Objectives
Data Collection And Analysis Overview

There are three levels of decision questions: system-level, program-level, and school and classroom level. Answers to the system-level decision questions are planned to assist the Board of Trustees and the Superintendent in making decisions relative to the continuance of the program. The information would also be useful to other groups. Answers to program-level decision questions would assist those charged with implementing the program in their decision makings. Answers to school and classroom-level questions should assist those charged with making decisions at the school and classroom level, e.g., principals and teachers.

The three kinds of program objectives developed for Project Assist are:

outcome objectives - the level of student behaviors which the program is attempting to achieve

process objectives - the level of classroom activities which, if implemented, are expected to result in the achievement of the concurrent outcome objectives

input objectives - the level of personnel, training, materials, and extra-classroom factors which, if achieved, are expected to result in the achievement of the concurrent process and outcome objectives.

A program objectives overview is presented on the following page. These objectives were developed by the evaluation staff, although it is recommended that they be developed by both program and evaluation staff working together.

The data collection and analysis overview sheets simply outline the appropriate instruments and analyses necessary to measure the program objectives. Also included here are populations to be measured, dates and methods of measuring, and persons responsible for all these activities.

The completed evaluation design is available for review in the A.I.S.D. Office of Evaluation.

Evaluation Staff

The project evaluation staff is composed of the following positions:

1 project evaluator
2 classroom observers
1 secretary

The evaluator is responsible for the evaluation of Project Assist, both formative and summative evaluation. She is responsible for the construction of the evaluation design. This responsibility includes the choice and/or design of all instruments used, data analysis, data interpretation, and all reporting (both verbal and written) to appropriate persons and groups.

The two classroom observers provide input to the above-described evaluation activities. Their main duties consist of the recording of process data in the form of classroom observations, interviews, and questionnaires. Data coding, clerical work, and data interpretation is also involved in their work.

The evaluation secretary is responsible for all clerical work and for maintaining account balances for the evaluation budget.

Evaluation Instruments

The Project Assist evaluation measured students, teachers, aides, principals, parents, and other community people. A master chart listing the various instruments used and the populations to whom they were administered is shown on the following page.

Descriptions of the instruments and the details of their administration are found preceding each separate instrument report in the Appendices. Also covered there are any problems with the instrument and/or its administration which might affect the validity of the data gathered. There were some problems in this area, so the reader is encouraged not to overlook this particular point in reviewing the results of the evaluation measures.

Data Analyses

For the most part data were analyzed using the University of Texas at Austin Computation Center facilities. Keypunching services were obtained from A.I.S.D. Computation Center, the University of Texas Computation Center, and the Southwest Educational Development Laboratory. Data coding was completed by A.I.S.D. Office of Evaluation staff and outside contractors. Some data analyses were contracted by the project with Mr. Jim Sherrill of Austin, Texas.

The University of Texas at Austin EDSTAT[1] and SPSS[2] statistical package programs were used for most of the statistical analyses. Some special purpose programs were written by the evaluation staff and contractors Dr. Hugh Poynor and Mr. Jim Sherrill.

Detailed analysis techniques of specific data are described in the corresponding separate instrument reports in the Appendices.

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[1] EDSTAT (Educational Statistics) is a library of computer programs for statistical analysis of quantitative data and was developed by D.J. Veldman and Earl Jennings of the University of Texas at Austin. It is active there as well as in other computer systems in the country.

[2] SPSS (statistical Package of the Social Sciences) is also a library of computer programs for analyzing data with respect to the usual descriptive statistics. The original version was developed at Stanford University by Dale Bent and Norman Nie, but has been converted for use on the University of Texas at Austin Computer System.

PROJECT ASSIST EVALUATION DESIGN

DRAFT

Needs	Outcome Objectives	Process Objectives	Input Objectives	Context Description
I. Cognitive There is a definite need to bring the mean of minority group students' reading achievement up to that of majority group students (see Context Description for supportive data).	I. Cognitive 1. Increased student reading achievement. (See Attachment A - "Product Objectives").	I. Cognitive 1. Reading aides will each work at least 90% of school class time in reading activities. 2. Aides will work effectively and cooperatively with teachers. 3. Teachers will have a favorable attitude toward use of aides as instructional reading aides. 4. Teachers will effectively use aides in reading activities. 5. Students will have favorable attitudes toward use of aides as instructional reading aides. (See Attachment B - "Process Objectivies")	I. Cognitive 1. The aides will be from the neighborhood and/or minority groups. 2. A project staff will be hired on schedule. 3. The aides will receive two weeks of pre-service reading instructional training. 4. The aides and teachers will undergo pre-school and in-service training together throughout the year. 5. Teachers will receive training in the use of the specific reading materials used. 6. $56,678 worth of reading materials will be put into the experimental schools. 7. Teachers will be trained to use the aides in reading instructional activities. 8. An evaluation team will provide continual feedback to the project personnel. 9. The community will have a positive attitude toward Project Assist. (See Attachment C - "Input Objectives").	I. Cognitive 1. The experimental schools have predominantly Mexican American enrollments. 2. Students at the experimental and control schools have scored lower on achievement tests on an average than have students at high majority schools. 3. Students in Title I schools have scored means one or more grade levels lower on reading tests than have non-Title I students. 4. Students in high minority schools achieved decidedly fewer reading objectives than did students in high majority schools on a criterion-referenced test. (See Attachment D - "Context Description").
II. Affective No documentation of need	II. Affective 2. Improved student interest in reading. 3. Improved student school attendance. 4. Improved student self-concepts. (See Attachment A - "Product Objectives").	II. Affective Same as 1 - 5 above	II. Affective Same as 1 - 5 above	II. Affective Same as 1 - 5 above

PROJECT ASSIST EVALUATION
MASTER CHART OF INSTRUMENT ADMINISTRATION *

INSTRUMENT	EXPERIMENTAL			CONTROL I			CONTROL II			
	PALM	METZ	MARTIN	BROOKE	ORTEGA	ALLAN	DAWSON	BECKER	TRAVIS HTS.	FULMORE
Classroom observations	X	X	X	X	X	X				
Aide Weekly Logs	X	X	X							
Pre - Prescriptive Reading Inventory	X (2-5)	X (2-5)	X (6th)	X (2-5)	X (2-5)	X (6th)	X (2-5)	X (2-5)	X	
Pre - Boehm	X (K)	X (K)		X (K)	X (K)		X (K)	X (K)		
Pre - Primary Self-Concept	X (K,1,2)	X (K,1,2)		X (K,1,2)	X (K,1,2)		X (K,1,2)	X (K,1,2)		
Pre - Piers-Harris Self-Concept	X (3,4,5)	X (3,4,5)		X (3,4,5)	X (3,4,5)		X (3,4,5)	X (3,4,5)		
Fall Teacher Questionnaire	X	X	X	X	X	X	X	X	X	X
Fall Principal Questionnaire	X	X	X	X	X	X	X	X	X	X
Fall Aide Questionnaire	X	X	X	X	X	X	X	X	X	X
Midyear California Achievement Test (post)	X	X	X			X				X
Midyear Boehm (post)	X (K)	X (K)		X (K)	X (K)		X (K)	X (K)		
Teacher Interviews	X	X	X							
Spring Teacher Questionnaire	X	X	X	X	X	X	X	X		
Student Interviews	X	X	X	X	X	X				
Post - Prescriptive Inventory	X (1-5)	X (1-5)	X (6)	X (1-5)	X (1-5)	X (6)	X (1-5)	X (1-5)	X	
Post - Primary Self-Concept	X (K,1,2)	X (K,1,2)		X (K,1,2)	X (K,1,2)		X (K,1,2)	X (K,1,2)		
Post - Piers-Harris Self-Concept	X (3,4,5)	X (3,4,5)		X (3,4,5)	X (3,4,5)		X (3,4,5)	X (3,4,5)		
Student Reading Attitudinal Test (elem.)	X	X		X	X		X	X		
Student Reading Attitudinal Test (sec.)			X			X			X	X
Parent Interviews	X	X								
Aide Interviews	X	X	X							
ESAA Advisory Comm. Interviews**										

* Not all of the above data was collected by the Project Assist evaluation staff. The Project Assist evaluator did not utilize all data collected by other evaluation efforts in the district.

** None of the ESAA Advisory Committee members represent a given school, but each represents a segment of the Austin community.

III

DECISION QUESTIONS

INTRODUCTION

Decision questions can ultimately be answered only by those charged with the decision-making responsibility; however, this evaluation section attempts to summarize as clearly as possible the information that has been gathered to assist in that charge. A recommendation by the evaluation staff based upon their knowledge and interpretation of that information relative to each decision question is included in this section. Although this is considered to be a professional responsibility of the evaluation staff, decision-makers are encouraged to review in its entirety all the data presented in the total report in order to arrive at their decisions.

Decision questions to be addressed in this report were established in the fall of 1973 and were set forth in the document Evaluation Design: ESAA Pilot Project Assist 1973-74. The questions are considered below as they were presented there in the following sequence: System-Level Decision Questions, Program-Level Decision Questions, and School and Classroom-Level Decision Questions.

A. SYSTEM-LEVEL QUESTIONS

1. Is there any method of utilizing instructional aides that is more effective than the way in which they are currently used?

Recommendation:

No absolute recommendations can be made on the basis of this year's evaluation. However, there are indications (not proof) that district aides should be trained and utilized, wherever possible, as instructional personnel rather than as noninstructional staff.

Basis for Recommendation:

The hypothesis implied for the utilization of Project Assist aides currently employed has not yet been fully tested, having been under observation for only one year. The aides were not utilized as well in practice during the first project year, however, as they could have been, as measured by aide observations conducted throughout the year. This deficiency was probably due to a need for additional aide training, teacher training, and more adequate aide hiring practices.

The achievement data does not indicate any unusual gain in student achievement in the project schools, except perhaps at the sixth grade, where the gain was greater than at either of the control schools. Generally speaking, there was no difference between the project schools and the comparison schools on either self concept or attitude toward reading. There is some indication from attendance data that the project may have had a beneficial effect at Palm Elementary where attendance went up this year (the only school which increased in attendance among the 53 elementary schools in Austin).

It is the opinion of teachers in the project schools (based on their responses during interviews) that aides are very beneficial to have in the classroom as instructional persons. The aides indicated in similar interviews that they felt they made a vital contribution to student learning in their classrooms and that teachers valued their skills. Students appeared to have accepted the aides as instructional personnel, based on their responses during student interviews.

2. Is reading a good subject in which to concentrate the use of instructional aides?

Recommendation:

Reading is probably a very good area in which to concentrate instructional aides in the current project schools. However, other schools may have greater needs for instructional aides in other subject areas.

Basis for Recommendation:

Reading does appear, in the opinion of project teachers and aides, to be the proper subject area to have chosen to place aides, if only one area could be chosen. Some teachers expressed throughout the year a desire to use aides in the instruction of other skills than reading, and to be able to more freely use them in noninstructional tasks. Teacher and aide interview data serve as the basis for this recommendation.

3. Would training in one specific subject area increase the effectiveness of AISD aides?

Recommendation:

Aide training does increase the effectiveness of aides, if effectiveness is defined in terms of aide behaviors and individualization of instruction.

Basis for Recommendation:

Classroom observations indicate that trained aides work in significantly more instructional activities, work in the classroom more, and use more instructional strategies than do untrained general aides. Teacher interviews revealed that, in the opinion of teachers, aides had been of most benefit by helping to individualize instruction. Training in one specific subject area certainly generates more effective aides than little or no training, which is generally the case with AISD aides. This is apt to be particularly true in low-income areas where the aides are likely to be persons with lower educational levels than in higher socioeconomic areas.

After one year, however, trained aides have produced no unusual gains in reading achievement for students, generally speaking. This is based on Boehm, Prescriptive Reading Inventory, and California Achievement Test data.

4. At what school level would the concentration of aides be most effective?

Recommendation:

No absolute recommendations can be made on the basis of this year's evaluation. However, based on secondary observation data, it appears that at any level teachers well-trained in a particular subject area utilize instructional aides in that area better than teachers not well-trained in that subject area.

Basis for Recommendation:

Classroom observations revealed that most aides appeared to be quite active as instructional reading personnel at grades K-3. At the junior high level, they were utilized as instructional reading aides in the reading lab and by English teachers more than by social studies teachers. This difference is probably due to the lack of reading instructional training of secondary social studies teachers, and their subsequent inability to utilize or supervise auxiliary personnel for this purpose. Reading teachers at the junior high level made the best use of reading aides in junior high, a conclusion based on aide observation data.

Perhaps it could be concluded that if aides are to be used at any level to improve reading achievement of children, they should be placed with those teachers who are best trained to deal with reading problems of children and in situations which lend themselves to such instruction. Observations indicated that it was difficult for even a well-trained aide to perform adequately under the direction of a teacher untrained in the area in which the aide was trained to work, or unwilling to supervise her in that work.

5. Should ESAA funds be sought for the continuation of Project Assist?

Recommendation:

It is recommended that any future available ESAA funds be sought for the continuation of Project Assist.

Basis for Recommendation:

Teacher questionnaires, teacher interviews, and aide interviews indicated a strong request for continuation of project staff, materials, and training.

One year is inadequate to initiate a pilot project with as many potential areas for change as Project Assist and yet see a great effect. A change may or may not occur, but a one year trial is too short a time during which to discover this.

B. PROGRAM-LEVEL QUESTIONS

1. Is additional training required for aides?

Recommendation:

More extensive training is needed for aides than was given during the first project year.

Basis for Recommendation:

In interviews, the aides indicated a definite need for additional training, particularly in the areas of classroom management, behavior modification, L.E.I.R. (the reading curriculum used in elementary project schools), basic reading instructional skills (phonics, language parts, grammar, spelling, etc.) testing skills, and human relations skills.

In similar interviews, their teachers also indicated that additional training for aides was desirable, listing similar training needs as aides had listed. The satisfaction of teachers with their aides' training varied from teacher to teacher and from school to school.

2. Is program assistance required to effect the use of aides as planned?

Recommendation:

The evaluation data strongly suggest that additional program assistance is required to effect the use of aides as planned.

Basis for Recommendation:

During the first project year, aides and teachers did not receive as much in-the-classroom supervision and training as was needed or wanted. During interviews with teachers and aides and through questionnaires administered to same, a frequent request was for additional classroom supervision and on-the-spot training for both aides and teachers.

It appears that successful innovation in the curriculum benefits from immediate feedback concerning its implementation in the classroom. The curriculum changes introduced by Project Assist also required that feedback. This feedback input appears to have been critical in the acceptance of school faculties to implementation of innovations during the first project year.

3. Should different or additional materials be provided?

Recommendation:

The evaluation data suggest that some additional materials are needed to fully implement the program in the project schools.

Basis for Recommendation:

The materials provided during the first year appear to have been appropriate, based on teachers' and aides' responses to questioning along this line. Some teachers and aides requested additional materials of the same nature as those provided by the project during the first project year. Teachers most often requested consumable materials, and aides most often requested L.E.I.R. resource books.

4. Is additional training required for classroom observers?

Recommendation:

Classroom observers do require more training in several areas than they received during the first project year.

Basis for Recommendation:

It became apparent from the outset of the observations, through teacher and aide interviews, that aides were nervous and uncomfortable while being observed. Aides suggested during interviews at the end of the year that in the future, evaluation personnel go through the same training as the aides, with the aides.

It was discovered through informal and formal interviews during the year with aides and teachers that it was important for classroom observers to maintain a friendly, objective relationship with aides and teachers without becoming involved as counselor or supervisor. Teachers pointed out that it was particularly important that observers avoid offering advice to aides or teachers.

It also became apparent from staff meetings throughout the year that in the future classroom observers should be given a more detailed orientation into the philosophy and procedures of the evaluation office, more responsibility for specific parts of the program evaluation, and more opportunities for input into decisions made regarding evaluation and, where appropriate, program administration.

5. Should evaluation activities be continued as planned or are alterations required?

Recommendation:

Evaluation activities and the evaluation design should be altered somewhat from those used during the first project year. Suggestions for the alteration of the evaluation design and activities are:

- The evaluation design should be changed, if possible, to designate more comparable schools as comparison schools. It is also recommended that the term "control schools" be changed formally to "comparison schools", since it is not possible to control adequately the processes, inputs, and contexts of such schools. It should be noted that no other schools in Austin are really comparable to the experimental schools, since the experimental schools were so designated because of their particularly low achievement patterns.

- The evaluation achievement instruments should be re-selected in order to provide for more consistent administrations, more interpretable data, and therefore more useful information for decision-making. The Prescriptive Reading Inventory, though no doubt a valuable diagnostic/prescriptive instrument, is not the ideal evaluation measure for this particu program.

- It is recommended that an improved training program be designed and carried out next year for informing all school personnel responsible for group testing of children of the standardized conditions under which these instruments must be administered. It was discovered this year that standardized tests are given under many different conditions, and often the "standard" way is found wanting. Some teachers were found to lead students to give the correct answers on instruments intended for program evaluation. Some students were administered the instrument over a faulty public address system which yeilded inaudible instructions. Timed tests were often given under untimed conditions, and a list of other unacceptable procedures could be given here. This situation must be corrected if evaluation is to be more than an academic exercise.

Basis for Recommendation:

A close inspection of the process, context, and achievement data indicated that the above changes in the evaluation design and activities should be made. Impromptu visits to experimental and control schools during testing periods by evaluation staff is the basis for the third recommendation made above.

6. Should the program design be altered?

Recommendation:

The program design appears to be appropriate and acceptable.

Basis for Recommendation:

Neither aides nor regular school staff indicated in interviews or questionnaires any difficulties great enough to warrant a change in the program design. Most teachers in questionnaires or interviews expressed enthusiasm with the design, overall management, and focus of the program.

C. SCHOOL AND CLASSROOM-LEVEL DECISION QUESTIONS

1. Should the school continue to participate in Project Assist?

Recommendation:

Teachers at all three project schools in interviews overwhelmingly requested to continue in the program next year. The vast majority of teachers who worked with instructional aides for the first time adamantly requested to have them back next year. All three principals were supportive of the project during the year, as measured by Principal Questionnaire responses, and worked cooperatively with both program and evaluation staff to implement the project.

2. Does the regular school staff need additional training for the implementation of the program?

Recommendation:

Teachers need additional training to completely implement the Project Assist program. Sufficient program staff should be provided for giving this service to teachers and aides. It is also recommended that those principals concerned with the operation of Project Assist cooperate with Project Assist staff to provide school staffs with this requested training.

Basis for Recommendation:

According to teacher interviews and questionnaires, the teachers feel a need for more training in the areas of the reading curriculum used in the project schools, planning with and for the aides, utilization of the aide in the classroom, and understanding what the project is all about.

The aides also indicated in their interviews a need for further teacher training in utilization of the aides, planning for and with the aide, understanding what the project is all about, and human relations techniques for use in resolving conflicts with aides.

IV

CONTEXT DESCRIPTION

INTRODUCTION

So many extra-program changes occurred during the first project year that any context description must consider the school environments prior to the project start and the school environments after the project started. The first of the following two sections will attempt to describe the schools as they were prior to this year, and the second section will describe those events which occurred in the project schools but which were outside the control of the project.

A third section will address the question of comparability of the designated experimental and control groups.

DESCRIPTION OF CONTEXT PRIOR TO 1973-74

The three project schools, Metz Elementary, Palm Elementary, and Martin Junior High, are located in the predominantly Mexican-American populated section of Austin, Texas, near the Colorado River. Low incomes are the rule in this neighborhood, and income levels (proportional to the Austin average) are declining because economic migration out of these areas occurs to more prosperous areas to the east and south.

The three school environments into which Project Assist was introduced could be described as inner-city schools with predominantly Mexican-American enrollments. Achievement and attendance were low, dropout rates were high, and parental involvement was very limited. The two elementary physical facilities were quite old, while the junior high is new. Palm Elementary, built in 1892, is the second oldest school building in town. Metz Elementary was built in 1916. Martin Junior High was constructed relatively recently in 1967.

Few special programs, with the exception of Title I which had been in the district since 1965, had been placed in these three schools. This Title I aid in the elementary schools had taken the form of extra curriculum and reading professionals, counselors, home visitors, kindergarten and library aides, and additional reading materials. Martin Junior High had been a Title I school until one year ago (1972-73).

Despite the investment of additional Title I monies since 1965 in these schools, rather disappointing achievement scores have been measured for the same years those monies were spent. Students in these schools score significantly lower than students in non-Title I schools on achievement tests. The achievement gap widens drastically as students become older until at grade 8 the students at Martin and Allan Junior Highs are reading about three years below non-Title I students (see Table IV-1 on following page).

Table IV-1: CALIFORNIA ACHIEVEMENT TEST READING SUBTEST RESULTS FOR A.I.S.D. TITLE I EIGHTH GRADERS AND NON-TITLE I EIGHTH GRADERS FOR SPRING, 1973

GROUP	N	VOCABULARY Grade Equiv.	COMPREHENSION Grade Equiv.	TOTAL READING Grade Equiv.
Title I	532	5.74	6.10	5.88
Non-Title I	3287	8.75	8.82	8.81

Student attendance in the three project schools was extremely low. In 1972-73, Palm Elementary students' percent of average daily attendance (ADA) was 88%, two percentage points below any of the other 54 elementary schools in town. Metz Elementary's ADA was 92 percent, one percent below the Title I elementary average and three percent below the non-Title I elementary average. Martin Junior High's percent of ADA (82%) was the lowest of all the schools in town, including elementary and secondary schools (see Table IV-2 below).

Table IV-2: PERCENT OF AVERAGE DAILY ATTENDANCE (ADA) FOR 1972-73 FOR TITLE I AND NON-TITLE I ELEMENTARY AND SECONDARY SCHOOLS AND THE THREE PROJECT ASSIST SCHOOLS

GROUP	Elementary % ADA	Junior High % ADA
Title I	93	84
Non-Title I	95	93
Project Assist Schools		
Palm	88	
Metz	92	
Martin		82

Prior to this year students at Martin Junior High dropped out of school at a greater rate than at any other school in town, even higher than at the only other Title I school (see Table IV-3 below).

Table IV-3: 1972-73 DROPOUT DATA FOR SEVENTH AND EIGHTH GRADES IN A.I.S.D. JUNIOR HIGH SCHOOLS

SCHOOL	7th GRADE	8th GRADE	TOTAL
Martin	8	17	26
Allan	5	7	12
Bedichek	2	3	5
Burnet	4	4	8
Dobie	0	1	1
Fulmore	2	6	8
Lamar	3	6	9
Murchison	0	0	0
O. Henry	0	0	0
Pearce	0	2	2
Porter	0	9	9
Webb	1	3	4

Parental involvement at Title I schools is very low compared to non-Title I schools in Austin. The reported number of 1972-73 volunteers in Title I schools is less than half the number reported for non-Title I schools, and almost nonexistent for two of the three Project Assist schools (see Table IV-4 below).

Table IV-4: NUMBER OF VOLUNTEERS/SCHOOL REPORTED IN TITLE I SCHOOLS, NON-TITLE I SCHOOLS, AND PROJECT ASSIST SCHOOLS IN 1972-73

GROUP	VOLUNTEERS/SCHOOL
Palm	2
Metz	25
Martin	1
Title I Average	19
Non-Title I Average	39

PTA enrollment is also extremely low in these three project schools.

DESCRIPTION OF CONTEXT DURING 1973-74

In addition to the context factors outlined in the previous section, several changes occurred in the three project schools just prior to and during the first project year, factors over which Project Assist had no control. These changes, some at the school level and some at the district level, drastically altered the context in which Project Assist operated during its first year.

Principal Reassignment

The first and perhaps greatest change was that the two elementary schools received new principals. Palm and Metz had previously had male Anglo principals. However, in August, 1973, just prior to the starting of school, two young Mexican-American males were assigned as principals. This reassignment came as a surprise to the two elementary faculties, and produced a predictable amount of unrest and required adjustment on the part of teachers to the new principals.

Pupil/Teacher Ratio (PTR) Reduction

Another change was the reduction of the pupil/teacher ratio in 16 Title I schools, including the two elementary schools. This grew out of negotiations between the Austin Association of Teachers and the A.I.S.D. administration. This change reduced the pupil/teacher ratio at Metz to 21.65 and to 23.42 at Palm. This reduction was not implemented until after school started, and additional teachers were hired in September and October. This required a reassignment of many students to the additional teachers. In an evaluation of the pupil/teacher reduction conducted by the A.I.S.D. Office of Evaluation, it was found that both principals and teachers in the schools in which the PTR reduction occurred noted that the most common problem was that of children having to adjust to a new teacher:

> This led to conflict and confusion as children shifted loyalties, adjusted to new authority styles, and became acquainted with the new teacher. The move also led to some feeling of rejection among the children moved, and to some added discipline problems as a result of the confusion, feelings of rejection, and other attendant problems.[1]

Sixth Grade Schools

In response to a U.S. federal court order on integration, A.I.S.D. implemented a sixth grade school concept. The function of these schools was to locate all Austin sixth graders in eight such schools. Their purpose was to provide integrated learning environments for sixth graders and to obviate the busing of younger elementary students to achieve this purpose.

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[1] Paula Matuszek: Pupil/Teacher Ratio Reduction, Formative Evaluation Report No. 2, Context Report. (Austin, Texas: Austin Independent School District, 1974) pp. 3-4.

This change had several implications for the three Project Assist schools. For the first time, sixth graders did not attend Metz and Palm, and fifth graders (not sixth graders) were "senior" students on campus. It is suspected that changes for elementary students are implied by this innovation, although this evaluation did not gather any data concerning this hypothesis. This grade change also affected elementary staffing patterns: some previously sixth grade teachers became fifth grade teachers; some sixth grade teachers transferred to the sixth grade schools, etc.

This sixth grade school innovation more directly affected Martin Junior High, because Martin became one of the eight schools in addition to continuing its 7th and 8th grade programs. Additional staff, reassignment of staff and space, and a myriad of other changes accompanied this innovation, not the least of which was sixth graders' reactions, good or bad, to being "low man on the totem pole" again.

ESAA Bilingual/Bicultural Project

In addition, the ESAA Bilingual/Bicultural project was also implemented in all three Project Assist schools. This project provided additional staff to each of the two elementary project schools: 1 curriculum writer, 1 community representative (home visitor), and 7 bilingual classroom aides. At each grade level a regular classroom teacher was assigned as the bilingual teacher for that grade level. In some cases this person team-taught with a monolingual teacher. Staff development, bilingual materials, and community involvement were heavily emphasized by this program. This bilingual project had as many innovations, if not more so, than did Project Assist.

Was it too much change at one time?

It was into this rapidly changing context that the new reading curriculum, the instructional aides, staff development, and constant evaluation of Project Assist was introduced. From the above discussion it will be apparent to the reader that much change and innovation occurred in the three project schools during the 1973-74 school year. One question which must be addressed here is: "Was it too much change at one time?"

It might be appropriate to discuss this question in light of earlier writings on this subject. Giacquinta (1973) discusses the process of organizational change in schools and identifies four organizational areas which may be affected by change:

1. The primary goals or objectives of an organization and the subtasks or subgoals necessary for their attainment.

2. The composition or constitutions of members.

3. The organization's work procedures and machinery.

4. Its social structure: system of communication, authority structure, roles, and work flow system.[1]

When the five major programs introduced into Metz, Palm, and Martin in 1973-74 are regarded in light of the above four potential areas for impact of change, the implications seem to be as outlined below:

Table IV-5: CHANGES IMPLIED AT PALM, METZ, AND MARTIN BY FIVE MAJOR PROGRAMS INTRODUCED DURING 1973-74

SCHOOLS AND PROGRAMS	GOALS* (1)	STAFF* (2)	PROCEDURES* (3)	ROLES* (4)
METZ AND PALM:				
Principal Reassignment	X	X	X	X
PTR Reduction		X		
Sixth Grade Schools	X	X		
ESAA Bilingual/Bicultural	X	X	X	X
ESAA Project Assist	X	X	X	X
MARTIN JUNIOR HIGH:				
Sixth Grade Schools	X	X	X	X
ESAA Bilingual/Bicultural	X	X	X	X
ESAA Project Assist	X	X	X	X

*These four categories represent Giancquinta's four potential areas of organizational change (see previous page for a more complete listing of these areas).

Perhaps several of the X's on the above table could be argued, but it does appear that (excluding the PTR reduction) each of the major programs introduced into the three project schools during 1973-74 causes not just one change, but several changes.

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[1] Joseph B. Giacquinta, The process of organization change in schools. Review of Research in Education; Fred N. Kerlinger, editor. (Itasca, Illinois: F. E. Peacock Publishers, Inc., 1973).

Even Project Assist by itself is not just one innovation but several. The various features of Project Assist also have potential areas of impact (see the following table):

Table IV-6: CHANGES IMPLIED AT PALM, METZ, AND MARTIN BY FEATURES OF PROJECT ASSIST

Project Assist Program Features	GOALS*	STAFF*	PROCEDURES*	ROLES*
Aides		X	X	X
L.E.I.R. (new reading curriculum)	X		X	
Aide and teacher training	X	X	X	X
Evaluation	X		X	X
Audio-visual Materials	X		X	

* These four categories represent Giacquinta's four potential areas of organizational change (see previous pages for a more complete listing of these areas).

One would suspect that if current theories related to organizational change are valid, the three Project Assist schools (especially at the elementary level) could be at a point of negative return. There comes a point beyond which teachers', principals', and students' time and energy cannot be divided adequately among the various programs. At this point it could be that people will either ignore any additional suggested or even mandated changes, or they will try to do everything right and perhaps wind up not adequately implementing any of the changes.

There are, of course, other interpretations of the above data: it may be that people can accept unlimited change, or that the five major programs implemented this year at Metz, Palm, and Martin were not too many to implement at once. One researcher in the area of innovation and its effects, however, has suggested that no more than three innovations can be managed at any one time.[1] This figure of three is far below the 15 changes indicated on Table IV-5 for Metz and Palm, and the twelve changes indicated for Martin Junior High during 1973-74.

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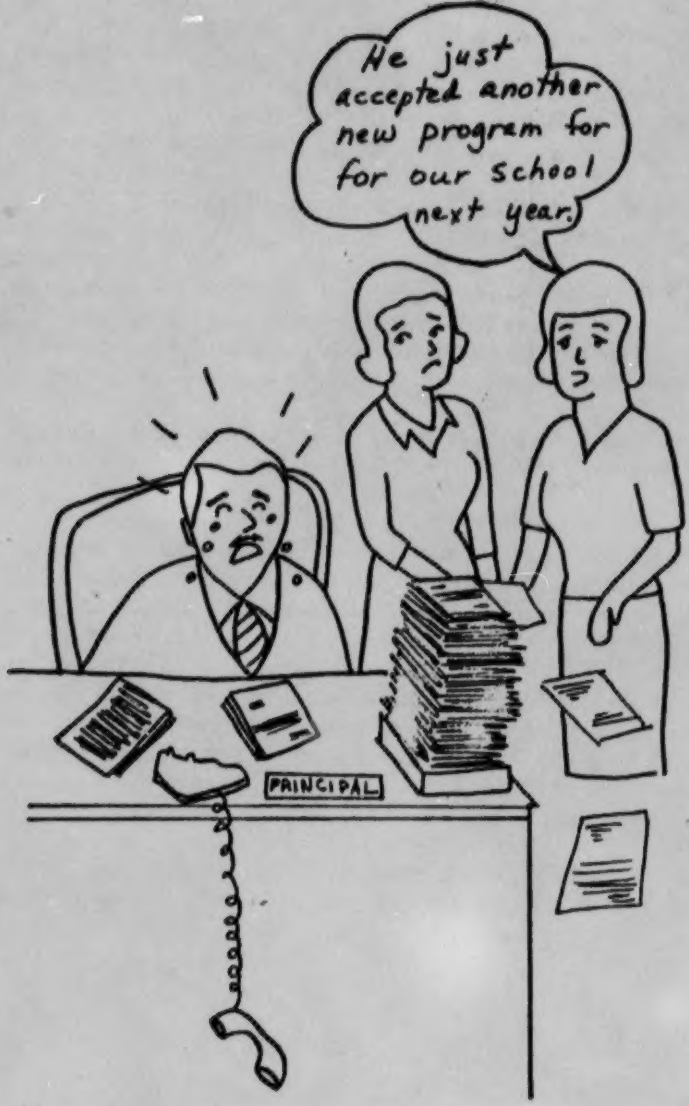
[1] Personal communication from Gene Hall, author of The concerns-based adoption model: A developmental conceptualization of the adoption process within educational institutions. Paper presented at the American Educational Research Association, Annual Meeting, (Chicago: April, 1973).


He just accepted another new program for for our school next year.
PRINCIPAL

A COMMON DILEMMA

COMPARABILITY OF EXPERIMENTAL AND CONTROL GROUPS

As the note to the reader at the beginning of this report indicates, the Project Assist schools, the general aide control schools, and the no aide control schools were not entirely comparable. The tables on the following two pages are attempts to contrast the six elementary experimental and control schools and likewise the four grades 6-8 experimental and control schools involved in this evaluation on various school features which are not comparable between each of the three comparison groups.

Perhaps the greatest deterrents to comparability of Project Assist schools and the control schools are:

- Dr. Frank Guszak's reading program at Brooke Elementary. (This undergraduate education training program was probably the source of the twelve more instructional persons being present in Brooke classrooms than in Metz or Palm classrooms.)
- The higher socioeconomic status of the no aide control group compare to that of the Project Assist and the general aide control groups.
- The historically low achievement scores and attendance patterns of those schools designated as Project Assist schools. (Therefore, no other schools in A.I.S.D. were really comparable on these two counts.)

From the above points it is obvious that the evaluation design for this project is less than perfect, owing mostly to realistic, public-school kinds of restrictions on design of the evaluation plan. The reader is urged to remember the shortcomings of the design when considering the results of this evaluation.

It is recommended by the evaluation staff of Project Assist that great efforts be made prior to and during the 1974-75 school year to improve this design.

Table IV-7: COMPARABILITY OF ELEMENTARY EXPERIMENTAL AND CONTROL SCHOOLS

SCHOOL FEATURES	PROJECT ASSIST SCHOOLS		GENERAL AIDE CONTROL SCHOOLS		NO AIDE CONTROL SCHOOLS	
	METZ	PALM	BROOKE	ORTEGA	BECKER	DAWSON
Other programs	ESAA Bilingual/ Bicultural Program	ESAA Bilingual/ Bicultural Program	Dr. Frank Guszak's (U.Tex.) Reading Program; Communications Skills	Dr. Nancy Roser's (U.Tex.) Reading Program; Communications Skills	Reading Tutorial Program (district); Extensive Title I Reading Program	Individually Guided Education (IGE)
Principal	1st year Mexican American male	1st year Mexican American male	1st year Mexican American female	Experienced Black male	Experienced Anglo female	Experienced Anglo female
Student Ethnicity	98% M.A. 1% B. 1% A.	98% M.A. 1%B. 1%A.	96% M.A. 1% B. 3% A.	37% M.A. 59% B. 4% A.	65% M.A. 10% B. 25% A.	61% M.A. 4% B. 35% A.
Teacher Ethnicity	33% M.A. 15% B. 52% A.	23% M.A. 20% B. 57% A.	48% M.A. 12% B. 40% A.	16% M.A. 19% B. 65% A.	19% M.A. 22% B. 59% A.	8% M.A. 15% B. 77% A.
No. Adults Instructing in Classroom	1.833	2.000	2.565	2.077	No data	No data
1972-73 No. Volunteers/School	25	2	25	24	6	11
Percent stidents from low-income families (from Title-I survey)	78.98	82.35	77.12	80.27	71.24	29.01
1973-74 Ratio of parents enrolled in PTA/ students in that school	0.08	0.27	0.28	0.08	0.31	0.14
1972-73 Percent Attendance	92	88	92	93	91	94
1972-73 CAT results	1.72 2nd grade 3.63 4th grade 4.61 6th grade	1.80 2nd grade 3.17 4th grade 4.42 6th grade	No comparable data	No comparable data	1.83 2nd grade 3.39 4th grade 4.29 6th grade	1.85 2nd grade 3.85 4th grade 4.92 6th grade

Table IV-8: COMPARABILITY OF JUNIOR HIGH (GRADES 6-8) EXPERIMENTAL AND CONTROL SCHOOLS

SCHOOL FEATURES	PROJECT ASSIST SCHOOL	GENERAL AIDE CONTROL SCHOOL	NO AIDE CONTROL SCHOOLS	
	MARTIN	ALLAN	TRAVIS HEIGHTS	FULMORE
Other Programs	ESAA Basic Reading Program; ESAA Bilingual/Bicultural Program	ESAA Basic Reading Program; ESAA Bilingual/Bicultural Program		
Principal	Experienced Anglo male	Experienced Black male	Experienced Anglo male	Experienced Anglo male
Student Ethnicity	90% M.A. 9% B. 1% A.	68% M.A. 29% B. 3% A.	38% M.A. 13% B. 49% A.	42% M.A. 9% B. 49% A.
Teacher Ethnicity	21% M.A. 8% B. 71% A.	17% M.A. 17% B. 66% A.	3% M.A. 16% B. 81% A.	4% M.A. 7% B. 89% A.
1972-73 No. Volunteers/School	1	0	No data	12
Percent Students from Low -Income Families	83.97	89.04%	25.24	17.36
1972-73 Percent Attendance	82	85	No data	90
1972-73 CAT Results	5.02 7th grade 5.62 8th grade	5.07 7th grade 6.02 8th grade	No data	6.40 7th grade 7.53 8th grade

V

ACHIEVEMENT OF OBJECTIVES

The following pages briefly outline the attainment of the stated objectives of the 1973-74 ESAA Pilot Project Assist. There are three major categories of objectives, each category corresponding to one of the main divisions of the CIPO evaluation model. The first is Outcome Objectives, followed by Process Objectives, and then Input Objectives.

For each individual objective, there is a detailed statement of that objective, a statement of the level of attainment for that objective and an overview of the evidence relating to the level of attainment. The reader is referred to the appropriate appendices which include more technical reporting of the data collected corresponding to each objective.

Three categories of objective achievement were designated: "Probably met," "Partially met," and "Probably Not Met." (See the following page.) The word "probably" was used in two of the categories to acknowledge the fact that the evaluation of the project may not have measured all progress toward each objective.

OUTCOME OBJECTIVES

I. COGNITIVE OBJECTIVES

I.1 Increased Student Reading Achievement

LEVEL OF ATTAINMENT: Probably not met.

EVIDENCE: This objective consists of several sub-objectives. Inspection of the results referred to below indicate that at most levels the achievement objective was not met.

41

OVERVIEW OF THE ACHIEVEMENT OF OBJECTIVES FOR ESAA PILOT PROJECT ASSIST
1973-74

	Objective	Probably Met	Partially Met	Probably Not met
OUTCOME	1. Increased student reading achievement.			X
	2. Improved student interest in reading.		X	
	3. Improved student school attendance.		X	
	4. Improved student self concepts.			X
PROCESS	1. Reading aides will work at least 90% of school classtime in reading activities.		X	
	2. Aides will work effectively and cooperatively with teachers.	X		
	3. Teachers will have a favorable attitude toward use of aides as instructional reading aides.	X		
	4. Teachers will effectively use aides in reading activities.	X		
	5. Students will have favorable attitudes toward use of aides as instructional reading aides.	X		
INPUT	1. The aides will be from the neighborhood and/or minority groups.		X	
	2. A project staff will be hired on schedule.			X
	3. The aides will receive two weeks of preservice reading instructional training.		X	
	4. The aides and teachers will undergo preschool and inservice training together.		X	
	5. Teachers will receive training in the use of the specific reading materials used.	X		
	6. $56,678 worth of reading materials will be put into the experimental schools.		X	
	7. Teachers will be trained to use the aides.		X	
	8. An evaluation team will provide continual feedback to project personnel.			X
	9. The community will have a positive attitude toward Project Assist.	X		

I.1.a By the end of the instructional project period, August 27, 1973 - May, 1974, the mean score of students in the project Kindergarten classrooms will equal or exceed the middle socioeconomic level midyear national norm (35.3) as measured by the Boehm Test of Basic Concepts.

LEVEL OF ATTAINMENT: Probably met.

EVIDENCE:

Results of the Boehm Test of Basic Concept showed that kindergarten students in the project schools achieved a mean of 34.3, a score not significantly different from the objective score of 35.3, and considerably higher than the low socioeconomic norm of 28.4. The gain from pre to midyear was 6.8 points, significantly larger than the average gain of three points recorded for low socioeconomic children in national norming samples (see Appendix A).

It should be pointed out that Metz and Palm kindergarten students scored about the same on the Boehm during 1973-74 as during 1972-73.

I.1.b By the end of the instructional project period, August 27, 1973 - May, 1974, a statistically (p .05) significantly higher number of students at each Project Assist elementary school will achieve mastery on at least 50% of the reading objectives selected* for that level as measured by the McGraw Hill CTB/Prescriptive Reading Inventory (PRI) over the level achieved on an administration of the PRI in September, 1973.

*Classroom teachers, under the supervision of the Title I Learning Coordinator and the Title I Reading Coordinator will select from the PRI those objectives which will be emphasized at their school and various grade levels during the project.

LEVEL OF ATTAINMENT: Probably not met.

EVIDENCE:

This objective was not met at grades 2, 3, and 4 at Palm and Metz (see Appendix B). Reading objectives from the PRI were not selected for emphasis by teachers at grades 5 and 6, due to an oversight by the evaluation staff.

Due to variations in the administration of the PRI (which were detected too late in the year) at the elementary general aide control schools, no comparisons between the experimental elementary group and the general aide control elementary group can be made. Comparisons between the experimental and no aide control groups favor the no aide control group. The only exception to these findings was at the sixth grade level where the experimental students scored lower than general aide control students on pretest, but higher on the posttest. Unfortunately, the data was not coded in a manner to permit immediate statistical comparisons of the gains for these two groups at the sixth grade level.

I.1.c By the end of the instructional period, August 27, 1973 - May, 1974, at least 60% of the students at each Project Assist junior high grade level will have increased their reading level by 1 full year as measured by the Reading Subtest of the California Achievement Test (CAT) over the level achieved on an administration of the CAT in September, 1973.

LEVEL OF ATTAINMENT: Probably not met.

EVIDENCE:

Due to inadequate communication between project evaluation staff and district employees responsible for group testing, the September, 1973, administration of the CAT did not occur. In mid fall, 1973, it was decided to use the previous year's district test scores (administered February, 1973) as the pretest and the current year's district administration test scores (administered February, 1974) as the posttest.

Thirty-four percent of the seventh graders at Martin Junior High gained one full year in reading achievement from February, 1973, to Bebruary, 1974, administrations of the CAT. Eleven percent of the eighth graders gained one full year in reading achievement during this time, based on CAT test scores.

SUMMARY:

Due mainly to inadequate communication from evaluation staff to other district personnel responsible for testing at both the district and school level, there were obvious problems with the validity and comparability of the outcome data (see Appendices A, B, and C for more detailed presentations of these problems.) It should be stated here that the evaluation staff of Project Assist will attempt to improve this communication and to standardize somewhat the unstandard conditions under which evaluation outcome measures are currently administered in the district.

However, based on the outcome data available this year, and taking into account the problems with the data, it nevertheless appears that reading achievement of Project Assist students was not greater than it would have been in the absence of the project.

II. AFFECTIVE OBJECTIVES

II.1 The experimental students will show a statistically ($p < .05$) significantly greater interest toward reading than the other groups of control students as measured by attitudinal instruments administered to the students at the end of the school year.

LEVEL OF ATTAINMENT: **Partially met.**

EVIDENCE:

1. Elementary Reading Attitudinal Test

At the end of the first project year, there was no significant difference on this measure between elementary (K-5) Project Assist students and general aide control students at any grade level or as total groups. In comparisons between Project Assist and no aide control students, a significant difference at the first grade level in favor of Project Assist students was found. The difference (favoring the Project Assist group) between the total groups was very nearly significant ($p = .0575$).

2. Parent Interviews

During interviews conducted at the end of the first project year, Metz and Palm parents indicated on a three point scale (1 = no, 2 = can't decide, 3 = yes) that their children were more interested in reading this year than last year (Metz parents 2.85, and Palm parents 2.47).

3. Secondary Reading Attitudinal Test

At the end of the first project year, there was no difference in attitude toward reading between the Project Assist and the general aide control schools, except at the sixth grade level where the difference favored the general aide control students. However, the no aide control students scored significantly higher on the reading attitudinal instrument than the Project Assist students.

4. Teacher Interviews

Teachers were asked at the end of the first project year if they felt their students had shown a greater interest in reading than their students the previous year had. On a five point scale (1 = definitely no, 5 = definitely yes), the teachers' responses were not clearly positive: Palm teachers 3.1, Metz 3.2, and Martin 3.4.

5. **Aide Interviews**

At the end of the year, Project Assist aides were asked, "Do you feel that students' attitude toward reading has improved this year? On a 5 point scale (1 = definitely no, 5 = definintely yes) Palm aides responded 3.5, Metz 4.0, and Martin 4.2.

SUMMARY:

At the elementary level, there may have been some improvement in attitude toward reading, based on Elementary Reading Attitudinal Test scores, parent opinions, and aide opinions, but not based on teacher opinions. At the secondary level, however, except for aide opinion, the evidence tends to support the conclusion that the objective was not met. Taken as a whole, the evidence indicates that, at some Project Assist elementary levels attitude toward reading may have improved.

II.2 The experimental students will show a significantly greater increase in school attendance than the other groups of control students as measured by an inspection of attendance records at the end of the first project year.

LEVEL OF ATTAINMENT: Partially met.

EVIDENCE:

1. AISD Department of Pupil Accounting Records

A report released by the Department of Pupil Accounting at the end of the 1973-74 school year showed that Palm's percent of attendance had gone up from 88% during 1972-73 to 89% during 1973-74. Metz's attendance had gone down from 92% to 91%, and Martin's went down from 82% to 81%.

These changes occurred in the context of a decreasing district attendance. The overall percent attendance for the district went down 1% this year, from 92% in 1972-73 to 91% in 1973-74. Palm was the only one of the 53 elementary schools in Austin to increase their percent attendance (see Appendix D).

SUMMARY:

One of the project schools (Palm) increased their attendance, and the other two project schools (Metz and Martin) decreased in attendance, in spite of the fact that Martin, at the end of the first semester, was the only junior high in the district to show a constant increase in attendance. Particularly significant was the fact that Palm was the only elementary school in Austin (with 53 elementary schools) to increase its percent attendance. With the exception of Allan Junior High (which retained the same attendance as the previous year - 85%), the schools in the two control groups dropped one percent (Brooke, Dawson, Fulmore) or two percent (Becker and Ortega).

II.3 The experimental students will show a statistically ($p < .05$) significantly greater increase in self concept than the other groups of control students as measured by the Piers-Harris Children's Self Concept Scale at the beginning and end of the school year.

LEVEL OF ATTAINMENT: Probably not met.

EVIDENCE:

1. **Piers-Harris Children's Self Concept Scale**

At the third grade level, there were no differences between Project Assist students and either of the two control groups on either pre or post test measures of the Piers-Harris. Significant losses in self-concept were made by all three groups of third grade students (see Appendix E).

At the fourth grade level, general aide students began the year with a significantly higher self concept than the Project Assist students, and maintained that edge throughout the year. The Project Assist fourth graders had a significantly higher self concept at the beginning of the year than the no aide control students, but had lost that advantage by the end of the year due to a greater gain by the no aide control group. No significant change in self concept was made by Project Assist or general aide control fourth graders. However, a significant gain was seen for the no aide control fourth graders (see Appendix E).

SUMMARY:

Significant losses in self-concept were made by Project Assist third graders, and no significant change was made by fourth graders. The data strongly indicate that the self concept objective was not met.

OBJECTIVE:

1. Aides will each work at least 90% of school class time in reading activities as measured by classroom observations, aide weekly logs, and teacher and aide interviews.

   LEVEL OF ATTAINMENT: Partially met.

EVIDENCE:

1. Aide Observations

   The following data were gathered during 207 aide observations conducted during the second semester of the first project year:

	Metz	Palm	Martin	Total
Percent of time aide worked on instructional task	58.86	76.45	82.72	73.61
Percent of time aide worked on non-instructional task	41.14	23.55	15.96	25.95
Percent of time aide worked on reading activities	58.19	75.28	89.76	75.32

   The above data indicate that aides averaged about 75% of school class time in reading activities. This falls short of the 90% objective as stated above.

2. Aide Weekly Logs

   Aides were requested by evaluation personnel to fill out and return weekly logs recording how they spent their time throughout each day of the week. Not all of the logs were returned; in fact the return rate for the entire year was as low as 12% at one school. Because of this incomplete return rate, the data returned are not presented here.

   When looking at those logs which were returned, it appeared that aides who returned them did not perceive that they worked at least 90% of school class time in reading instructional activities. In fact, their estimates were far lower for this activity than the aide observation figures above.

3. Teacher Interviews

All teachers at Metz and Palm and all Martin teachers who worked with Project Assist aides were interviewed in midspring, 1974. In response to a question that solicited information about the percentage of time the teacher felt his/her aide worked in various activities, the following information about amount of time aides spent on reading instructional activities was collected:

Metz	Palm	Martin	"What percent of school time each day does your Project Assist aide spend on:"
58.89%	77.24%	66.9%	a. Reinforcing and/or tutoring small groups or individuals
19.38%	14.41%	14.0%	b. Instructional supervision of large or total groups

Since teacher estimates of the time that their aides spent on various activities are based on the total school day instead of class time only, it can be assumed that the percentages given by teachers would be somewhat larger if based only on class time. Therefore, it can be tentatively stated that Project Assist teachers perceived that their aides (Project Assist) spent at least 90% of class time in direct instructional contact with students.

4. Aide Interviews

Interviews of Project Assist aides were conducted by evaluation staff during the month of May, 1974. A question soliciting aide estimates of the amount of time they spent on various activities yielded the following information:

Metz	Palm	Martin	"What percent of each day do you spend in:"
43.33%	56.83%	69.22%	a. Reinforcing and/or tutoring small groups or individuals
24.17%	22.59%	18.00%	b. Instructional supervision of large or total groups

Since the above estimates by aides are also based on the total school day rather than class time only, it can be assumed that aides felt they spent at least 90% of their class time in reading instructional activities.

SUMMARY:

It appears from data yielded by aide observations, aide weekly logs, teacher interviews, and aide interviews that aides did not each spend at least 90% of school class time in reading instructional activities. The data appear to be conflicting, but since observations are probably a more reliable source of data than personal opinions, the 90% objective was assessed to have been partially met.

It should be noted that the 90% objective was set up at the beginning of the year as an arbitrary objective by an inexperienced evaluation and program staff who thought this was a reasonable goal. However, after one year's experience of observing aides, and finding out how much time can realistically be expected to be contributed to this activity, it appears that 60% or 70% of school class time is a more reasonable goal to expect to achieve. It seems that the "best" and "most effectively utilized" aides spent no more than this amount of time each day on reading instructional tasks. There appears to be a certain amount of time consumed in setting up for lessons, moving from class to class, etc., that consumes even an effective aide's time each day. In conclusion, it appears that the "90%" part of this objective was perhaps too high an objective to be attainable, and was an unreasonable objective.

OBJECTIVE:

2. Aides will work effectively and cooperatively with teachers in teaching reading, as measured by a score of at least 3.5 on 5 point Likert-type attitudinal instruments administered to teachers and aides at the end of the year.

LEVEL OF ATTAINMENT: Probably met.

EVIDENCE:

1. **Aide Questionnaire:**

   This instrument measured aide responses to questions about the cooperation and acceptance extended them by their school staffs. Their responses to the majority of items ranged from "agree" to "strongly agree". In addition, Project Assist aides' responses were, in general, more positive than responses from untrained general aides in the same or comparable schools (see Appendix L).

2. **Teacher Questionnaires**

   On 5 point scales (1 = definitely disagree, 2 = definitely agree), teachers who worked with Project Assist aides agreed in the fall (4.2) that their aides enjoyed working with them. They still agreed with this statement in the spring, but to a lesser extent (3.9). In the spring, teachers agreed (4.2) that the aides in their classrooms had worked cooperatively with them this year.

3. **Aide Interviews**

   When asked to characterize (by ratings on four scales) the work with their teachers, Project Assist aides rated it 4.4 on 5 point scales: enjoyable, cooperative, rewarding, and effective (see Appendix N). This indicates that, from the aides' point of view, they worked effectively and cooperatively with teachers.

SUMMARY:

The evidence above indicates that aides probably worked effectively and cooperatively with teachers.

OBJECTIVE:

3. The cooperating teachers will have a favorable attitude toward the use of teacher aides in teaching reading as measured by a score of at least 3.5 on 5 point Likert-type attitudinal instruments administered to the teachers at the end of the year.

LEVEL OF ATTAINMENT: Probably met.

EVIDENCE:

1. Teacher Interviews

   In response to the question, "Do you feel your Project Assist aide has been effective as an instructional reading aide?" teachers responded positively on the 5 point scale (1 = definitely not, 5 = definitely yes): Palm teachers 4.41, Metz teachers 4.70 and Martin teachers 4.42.

   Fifty of the 55 teachers interviewed said they would like to have a Project Assist aide again in their classroom next year.

2. Aide Interviews

   Aides were asked if they felt their teachers thought they had been effective as an instructional reading aide during the year. On a 5 point scale, Palm aides responded 4.18, Metz 3.8, Martin 4.3. The responses were positive, but less so than their teachers had responded to a similar question. However, seventeen of the twenty aides said they thought their teachers would like to have a Project Assist aide in their classrooms again next year.

SUMMARY:

The above evidence indicates that teachers do have a favorable attitude toward Project Assist aides as instructional aides. In general, Project Assist aides perceive that their teachers feel this way.

OBJECTIVE:

4. Teachers will effectively utilize the skills of the aides in reading activities in their respective classrooms as measured by observation and instruments administered by the evaluation staff throughout the year.

LEVEL OF ATTAINMENT: **Probably met.**

EVIDENCE:

1. Teacher Interviews

Teachers in all three project schools indicated that Project Assist aides had been the greatest benefit by helping to individualize instruction for their students (see Appendix M). To the extent that individualizing instruction is an effective use of aides, this evidence offers support that the objective was achieved.

2. Aide Observation Guide

Observations revealed that, as a group, Project Assist aides worked on instructional tasks more, used more instructional strategies, and worked in classrooms more than did the control general untrained aides. To the extent that time spent in instructional activities is an effective use of aide time, this evidence indicates support for the objective. This particular evidence was corroborated by aide interviews and aide weekly logs.

It should be pointed out that the Aide Observation Guide measures quantity and frequency of aide activities, not quality. Next year's observations will attempt to provide quality measures of aide activities.

3. Case Studies

Even though this data is anecdotal, the case studies, "A Day in the Life of Two Project Assist Aides," the activities observed and described indicate that aides were well utilized by teachers (see Appendix O).

SUMMARY:

In general, evidence from the Aide Observation Guide, teacher interviews, aide interviews, and aide case studies indicate that Project Assist aides were utilized by their teachers to individualize instruction. They were involved in significantly more instructional activities and used significantly more instructional strategies than did untrained general aides. Based on this evidence, it appears that this objective was probably met.

OBJECTIVE:

5. The experimental students will have a favorable attitude toward the use of teacher aides in reading activities as measured by a score of at least 3.5 on 5 point Likert-type attitudinal instruments administered to the students at the end of the year.

LEVEL OF ATTAINMENT: **Probably met.**

EVIDENCE:

1. Student Interviews

   Student interviews revealed that students in Project Assist schools indicated they had a positive attitude toward the aide as an instructional person (see Appendix K). Project Assist students indicated a significantly greater willingness to seek out aides for assistance in reading than did control students who had untrained general aides.

2. Teacher Questionnaires

   Teacher responses to an item on the fall and spring teacher questionnaires about student-aide rapport indicate that students do respond positively to the Project Assist reading aides (see Appendix I).

SUMMARY:

This objective appears to probably have been met.

INPUT OBJECTIVES

OBJECTIVE:

1. The 23 reading aides will be selected from the school neighborhood and/or from minority groups as measured by payroll records.

LEVEL OF ATTAINMENT: Partially met.

EVIDENCE:

1. **Payroll Records**

The boundaries designated by Austin Independent School District for Metz and Palm Elementary Schools and Martin Junior High School are shaded on the attached Austin map (See Figure V-1). The boundaries for what is locally agreed to be the East Austin Community are designated with darker lines. Each aide's home has been plotted on the map and is represented by a star.

The following tables show the number of aides who lived within the neighborhood, as defined above, and if they were a minority group member.

Table V-1: RESIDENCE DISTRIBUTION OF PROJECT ASSIST AIDES

A.	Number of aides who live in Metz, Palm, Martin school neighborhoods	4
B.	Number of aides who live in East Austin (not included above)	7
C.	Number of aides who do not live in either area described above	16
	Total	27*

*The total indicates that seven new aides were hired during the year as replacements for aides who left. The addresses of only four of these new aides were available at press time.

Table V-2: **BREAKDOWN OF PROJECT ASSIST AIDES BY ETHNIC GROUPS**

A.	Anglo	2
B.	Black	4
C.	Mexican-American	21

Table V-3: **BREAKDOWN OF ETHNICITY OF PROJECT ASSIST AIDES BY SCHOOLS**

School	Anglo	Black	Mexican-American
Metz	1	1	5
Palm	1	2	4
Martin	0	1	8
Totals	2	4	17

SUMMARY:

The above data indicates that the aides were all members of minority groups with the exception of two Anglos. These two Anglos were hired because of an effort by the project coordinator to have all local ethnic groups represented among the aides hired.

The above data indicates that the objective was least met in terms of aide residence. However, six aides who did not live in the designated East Austin neighborhood did live in predominately minority neighborhoods in South Austin.

The project coordinator was hired just prior to the beginning of the preschool aide training workshop, and had three days in which to hire all the teacher aides. This short hiring time probably prevented an adequate check of applicants' residences and recruiting of applicants who lived nearer the schools.

One question raised by the analysis of aide residency is, "Is the Mexican-American (or other minority) neighborhood really confined to 'East Austin' (or some other location) in Austin?" The aide residences plotted on the Austin map appear to extend north, south, east and west. Perhaps Austin is more integrated than is sometimes believed. (See Figure V-1)

Because the proposal guidelines are not sufficiently explicit in this area and because neither hiring criteria was totally met, the project evaluator has designated this objective as "Partially Met."

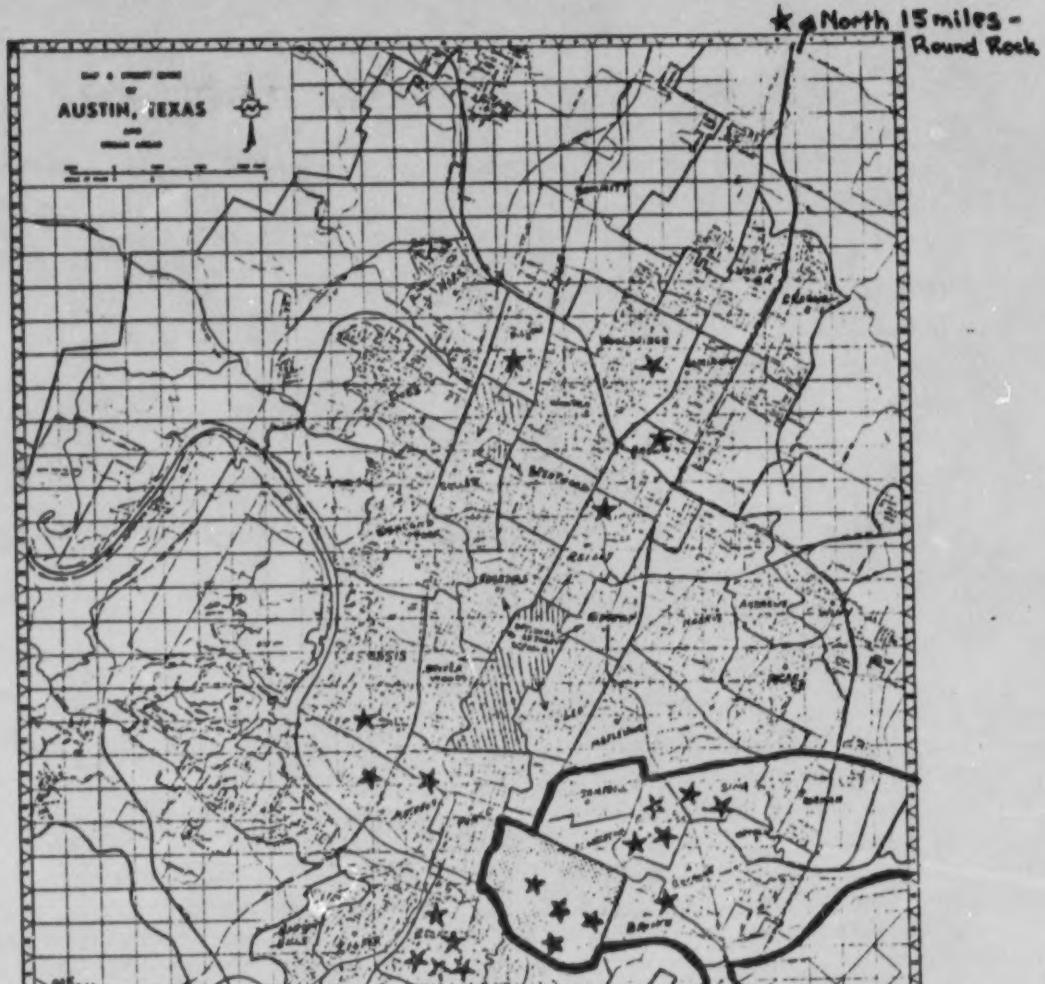

AUSTIN, TEXAS
★ North 15 miles -
Round Rock

Figure V-1: Project Assist Aide Residences Plotted on Austin Map

★Aide residence

OBJECTIVE:

2. The project staff will be hired according to the following timetable as measured by inspection of payroll records:

   1 Coordinator - July 1, 1973
   1 Evaluator/Developer - July 1, 1973
   2 Secretaries - July 1, 1973
   32 Teacher Aides - August 1, 1973
   2 Classroom Observers - September 1, 1973

LEVEL OF ATTAINMENT: Probably not met.

EVIDENCE:

1. Payroll Records

Table V-4: HIRING DATES FOR PROJECT ASSIST STAFF

Position	Target Hiring Date	Actual Hiring Date	Days Lost Per Person	Total Days Lost
1 Project Evaluator	7-1-73	7-10-73	10	10
1 Secretary for Evaluator	7-1-73	7-17-73	17	17
1 Project Coordinator	7-1-73	8-7-73	38	38
1 Secretary for Coordinator	7-1-73	8-27-73	58	58
32 Teacher Aides	8-1-73	8-10-73	10	320
2 Classroom Observers	9-1-73	9-10-73	10	20
		Totals	143	405

The fact that the project coordinator was hired 38 days behind schedule resulted in delays and difficulties for the rest of the staff. Since the project evaluator was hired nearest the target date, she was responsible for planning and organizing the three-week aide training session. This decreased the amount of time available to her for planning the evaluation of the program.

The evaluator was not experienced in the teaching of reading and related activities so her time was channeled into study and inquiry rather than into planning the evaluation procedures, an activity upon which she should have concentrated these first weeks. Also, the aides were hired late due to the lateness in hiring the coordinator. The ramifications of this situation were that all thirty-seven aides were hired during a three-day period. Due to this very short time period the coordinator was not allowed adequate time to check references, qualifications, and past employment records of the applicants. Also, the training session for the aides began late; therefore they did not enter the classrooms until after school had been in session over a week. This late schedule also prevented teachers and aides from participating in any preschool training together.

The classroom observers were hired ten days late as a result of the prior missed target dates. Consequently there was inadequate time available for their training and orientation to the project. There was a loss of classroom observation time since they did not enter the schools until after mid-September.

The fact that the secretaries were hired late resulted in the evaluator and coordinator taking time from their specific duties to take care of clerical work. Interviewing applicants for the secretarial positions at the later dates took critical time away from their already rushed schedule.

SUMMARY:

In summary a total of 453 person-days were lost due to the late hiring of project personnel. Most critical was the thirty-eight day late hiring of the coordinator.

The factors contributing to the late hiring of project personnel are many and interrelated, but appear to revolve around two major ones: United States Office of Education grant approval and notification timelines, and AISD advertising and hiring procedures and the length of time required for hiring decisions. An additional factor that discouraged early hiring was the federal court order on desegregation of AISD schools that was expected throughout the summer. The uncertainty and confusion that accompanied the wait for this court decision led to many delayed hirings in the district.

60

OBJECTIVE:

3. Aides will undergo at least two weeks of intensive training in reading instruction techniques and materials prior to the beginning of school as measured by documentation by the project coordinator and observation by the project evaluator.

LEVEL OF ATTAINMENT: Partially met.

EVIDENCE:

1. Documentation by Project Coordinator

The 23 Project Assist reading aides who worked in the three experimental schools began a 4-week training workshop on Ausgust 13, 1973. They met daily for morning and afternoon seminars and workshops at Kealing Learning Center.

During the first session the aides met with the coordinator and evaluator to hear an overview of the project and the expectations that had been established for the reading aides. The following days' sessions covered numerous topics: communication skills, human/race relations, how to teach reading skills and other reading related activities, how to construct reading instructional games, special education, learning disabilities, bilingual education policies and procedures of Austin Independent School District, how to operate audio-visual equipment and System 80 reading machines, LEIR training, etc. For a day by day description of the workshops, see the workshop agenda in Appendix P.

The aides received printed material on many of the subjects studied, and they organized a notebook concerned with various reading skills and other classroom instruction. The notebook became a quick reliable reference after the aides began work in the classroom.

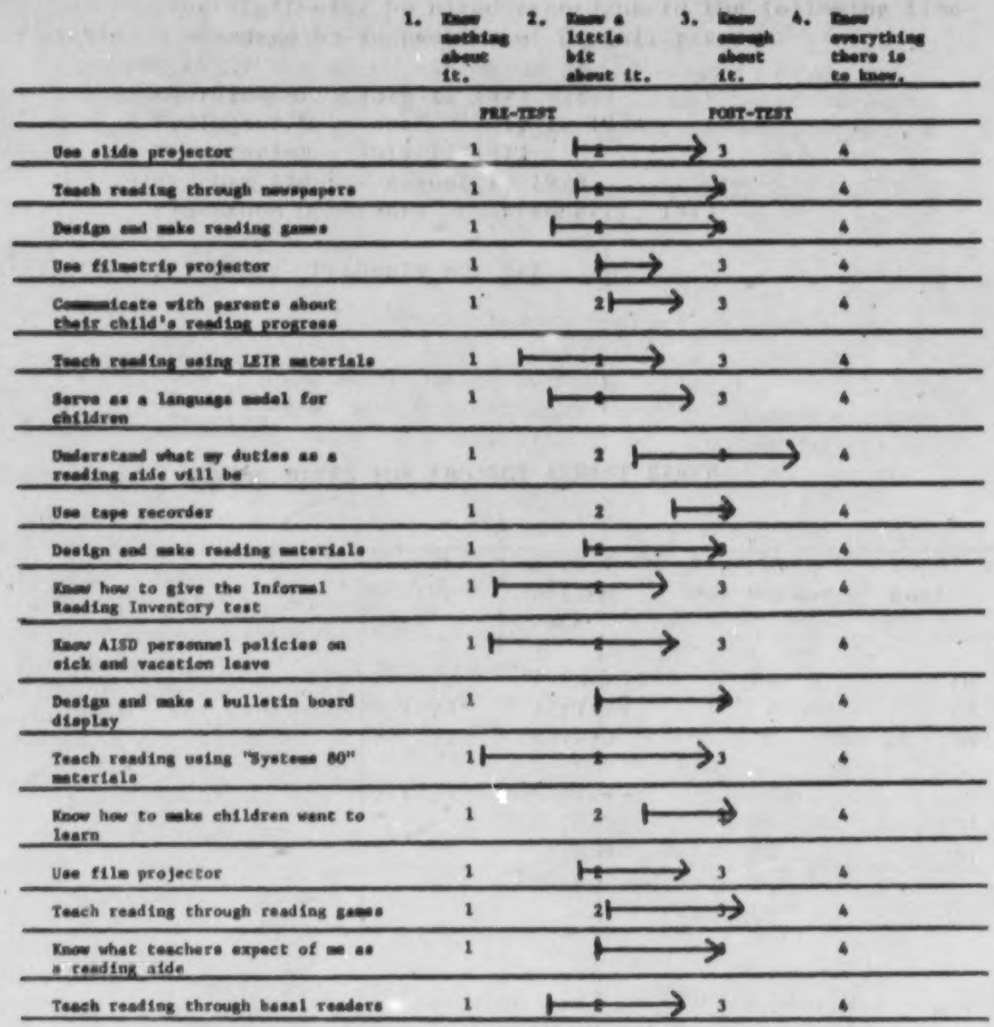
The training session went into a fourth week with only afternoon sessions. The mornings of the fourth week the aides spent in the classrooms from 8:00-12:00. In the afternoon sessions the aides met at Kealing Learning Center and discussed with the project coordinator their experiences and any problems encountered.

2. Pre-school Aide Training Workshop Evaluation by Project Evaluator

At the beginning of the pre-school aide training workshop, aides were asked to rate their knowledge and skills in 19 areas. At the end of the workshop they were again asked to rate themselves in these areas. The following chart shows the average gain on these self-ratings from pre to post:

61

Figure V-2: 1973 PROJECT ASSIST PRE-SCHOOL AIDE WORKSHOP EVALUATION



The areas of largest gain were: designing and making reading games, teaching reading through reading games, teaching reading through using LEIR, using "Systems 80" (a reading machine) to teach reading, giving an Informal Reading Inventory test, understanding their duties as a reading aide, teaching reading through newspapers, and Austin Independent School District policies about sick and vacation leave.

Although these areas did show a substantial gain, the aides did not feel they knew enough about some of the areas (3 on a 4 point scale) at the end of the workshop. The areas in which the aides rated their knowledge below 3 ("know enough about it") on the scale on the post-workshop evaluation were: use of slide projector, use of film projector, use of filmstrip projector, teaching reading through using LEIR, know how to give an Informal Reading Inventory, teach reading through basal readers, serve as a language model for children, and communicate with parents about their child's progress in reading.

The areas in which the aides felt they were weak indicate a need for a stronger emphasis on use of audio-visual equipment, some of the methods used for teaching and/or testing reading, and communication skills which would include feeling comfortable about serving as a language model for children. The data also indicates the aides felt the workshop was successful since there was an average increase of 1.1 units (using the 1-4 scale) on all the scales they were asked to rate by the evaluation staff.

SUMMARY

Although the objective set for duration of pre-school aide training was two weeks, the program spent three weeks in this activity. A fourth week of "easing" aides into experimental classrooms on a half day basis was deemed necessary by the project coordinator, because teachers had not had a benefit of pre-school training with the aides.

The evaluation of the aide training workshop revealed that a great amount of aide learning had occurred, even though at the end of the workshop the aides felt they still did not know enough about some areas as they should. All in all, the objective appears to have been well met for those aides who began the project year as Project Assist aides.

However, it should be noted that nine of the original 23 reading aides resigned during the first project year. Seven of these aides were replaced with new untrained aides. (The other two aides were not replaced, leaving a total of only 21 reading aides in the three project schools). With a few exceptions, the replacements received little or no preservice training in reading instructional techniques from the project staff. This is based on statements made by aides during interviews at the end of the year (see Appendix N). It is suggested that an effective training program be implemented to provide necessary job skills for aides who come into the program after the beginning of the school year.

OBJECTIVE:

4. The aides will undergo a three-day training period together with teachers prior to the beginning of school, then participate in an on-going training program along with the teachers with whom they work throughout the school year, as measured by instruments administered by the evaluation staff.

LEVEL OF ATTAINMENT: Partially met.

EVIDENCE:

1. Documentation by Project Coordinator

There were fifteen occasions throughout the year when aides and teachers were trained together (see Appendix P):

Pre-school Workshops	2	(Palm staff)
Professional Conferences (TAIR, etc.)	4	(All staff)
Materials Evaluation Meetings	2	(Martin staff)
LEIR Training Sessions	26	(Metz and Palm staff)
Planning for Young Authors Fairs	2	(Metz and Palm staff)
Parent Involvement Sessions	1	(Palm staff)
Total Number of Sessions Involving Aides and Teachers Together	37	

Only three of these meetings were held at the junior high project school. The junior high aides did attend monthly school meetings of the reading staff. They also attended two district-sponsored inservices for reading personnel during Conference days (see Appendix P).

2. Aide Interviews

In interviews done at the end of the year, several aides requested that aides be trained more on the same topics as teachers with teachers, so they would know more what the teachers expected of them, and so teachers would know what aides could do (see Appendix N).

3. Teacher Interviews

Teachers expressed a similar desire for joint teacher/aide training, so they would know better what aides could do and were supposed to do (see Appendix M).

4. Teacher Questionnaires

When questioned about their willingness to attend preschool workshops with aides, teachers at all three project schools agreed they would like to attend if paid a stipend. They suggested that a 3-5 day workshop would be ideal for them (see Appendix I).

SUMMARY:

Aides and teachers did attend joint training sessions during the first project year (37--only 24 of which included all teachers and all aides). However, aides and teachers indicated through interviews and questionnaires that the amount and/or types of training provided was not adequate to meet the joint training needs that the project professionals and paraprofessionals working together in the same classroom say they have.

Aides and teachers did not receive the three days of joint in-service training before school started. (Palm teachers and aides received one day of training together at this time, and Martin teachers attended one afternoon session).

OBJECTIVE:

5. The teachers at each experimental school will receive specific training in the use of reading materials selected by each school as measured and documented by the Project Evaluator and other project staff.

LEVEL OF ATTAINMENT: Probably met.

EVIDENCE:

1. Documentation by Project Coordinator

The following table provides an overview of the materials training provided to teachers by project staff or consultants hired by the project.

Training Provided	Metz	Palm	Martin
LEIR Materials Training by LEIR Consultant	23	31½	
Materials Evaluation by Coordinator			4*
TOTAL DAYS TOTAL GROUP TRAINING	23	31½	4*

Extensive training occurred at the project elementary schools, but little occurred at the junior high level. The LEIR sessions were conducted by the EBEC training consultant for LEIR who was contracted by the project for this training task. See Appendix P for a complete listing of all the LEIR training that was conducted during the year.

*The secondary school teachers were involved in four materials evaluation sessions during the year. These sessions were used to locate high interest, low level materials for grades 6, 7, and 8 and to evaluate audio-visuals. In addition, representatives from several curriculum materials companies met seven times during the year with groups of secondary teachers to discuss the use of Hoffman reading machines, Scholastic books, and EBEC materials. In addition, the project coordinator met individually with several secondary teachers to discuss the use of reading materials throughout the year.

SUMMARY:

A great deal of effort appears to have gone into training the elementary teachers in the use of the reading materials used by the project. However, more training at the secondary level is perhaps indicated for next year in this area.

OBJECTIVE:

6. By the end of the project year, $56,678 worth of reading material will be purchased and assigned to the three project schools for the classroom teachers' and reading aides' use in teaching reading as measured by inspection of AISD accounting records.

LEVEL OF ATTAINMENT: Partially met.

EVIDENCE:

1. AISD Accounting Records

As of June 30, 1974, $48,391.49 had been paid by AISD Business Office to various firms for audiovisual, consumable, and non-consumable learning materials for students. As of June 30, a total of $54,866.25 had been encumbered throughout the year by Project Assist for learning materials. This difference of $6,474.76 between funds encumbered and funds paid out resulted from incomplete shipments, orders having been cancelled because they were not delivered before the end of the project year, and delivered materials having not yet been paid for by the AISD Business Office.

It was the project philosophy that no materials would be bought by the project until teachers had reviewed and recommended them for purchase. In addition, the time required for approval of purchase requisitions and orders within AISD channels after leaving the Project Assist office, according to Project Assist program staff, generally required one month. The combination of these two factors did prevent all materials monies from being encumbered early in the school year, and were probably responsible for those late orders which had to be cancelled because they had not been delivered before the end of the budget year.

Approximately $1800 of the budgeted funds were never encumbered.

2. Aide Observation Guide

Observations indicated that significantly more audiovisual equipment and materials were found in Project Assist classrooms compared to general aide control classrooms.

SUMMARY:

The majority of available funds was spent this year. However, as of June 30, 1974, it appeared that $8,300, minus the amount still to be paid out by the AISD Business Office for materials received, would be returned to the Office of Education.

OBJECTIVE:

7. The cooperating teachers at Metz, Palm, and Martin will be trained to effectively utilize the skills of the reading aides in teaching reading in their respective classrooms during monthly inservices as measured by documentation by the Project Coordinator.

LEVEL OF ATTAINMENT: Partially met.

EVIDENCE:

1. Documentation by Project Coordinator

According to Staff Development Schedules for 1973-74 (see Appendix P) there were five training sessions for teachers held exclusively on how to effectively utilize the aides in their classrooms. The first documented training sessions are recorded as February 5 for Martin teachers, February 12 for Metz teachers, and February 19 for Palm teachers. There were two other recorded teacher training sessions on using aides which were formative evaluation reports on teacher interviews held for Metz teachers on May 9, and for Palm teachers on May 30, 1974. Although not specifically recorded as aide utilization training, there were six LEIR consultant sessions in October and November, 1973. These sessions did include instruction about how to use the aides in various LEIR classroom activities.

2. Aide Interviews

During interviews at the end of the first project year, aides indicated that their teachers needed more training in the supervision, planning, and utilization of instructional aides (see Appendix N).

4. Teacher Interviews

During interviews at the end of the first project year, teachers also expressed a need for more training in how to effectively utilize aides in their classroom. Specific requests for classroom supervision by program staff for this purpose were made (see Appendix M).

SUMMARY:

It appears that some effort went into training teachers to effectively use instructional aides. However, according to aide and teacher interview responses, this training was not entirely adequate to meet this objective.

OBJECTIVE:

8. An evaluation team (1 project evaluator, 2 classroom observers) will conduct weekly conferences on the progress of the project as measured by a written statement by the project coordinator at the end of May, 1974.

LEVEL OF ATTAINMENT: Probably not met.

EVIDENCE:

1. Documentation by Project Coordinator

In the fall the evaluation staff and coordinator were in close contact because of the necessity of frequent trips to the experimental schools and the need to design a classroom observation guide. With the advent of a final observation guide however, the coordinator saw less of the evaluation team, depending on the completed observation guides as feedback.

Then it became obvious that the objective feedback contained in the the instrument did not provide sufficient formative evaluation for the coordinator who needed subjective comments from the observers in order to discern problem areas among the aides. At this point observers attempted to correct the situation by adding such comments at the end of the observation guides, and red-tagging certain comments that they thought critical.

In January both project and evaluation personnel decided that regular weekly staff meetings might indeed improve communication. These meetings were held with written agendas, but were increasingly difficult to hold because the staff members were often simply not available to meet.

SUMMARY

Although difficult to measure, the evaluation staff feels that they have not fulfilled the objective for reasons offered above. In summary, communication between program and evaluation staff would be improved through more frequent dissemination of observation data, more frequent publication of formative evaluation reports and regularly scheduled staff meetings throughout the year.

OBJECTIVE:

9. The community will have a positive attitude toward the Project Assist philosophy, personnel, and effectiveness as measured by a parent questionnaire administered at the end of the year.

LEVEL OF ATTAINMENT: Probably met.

EVIDENCE:

1. Parent Interviews

Based on interviews of 102 Metz and Palm parents, their attitude toward the project philosphy, personnel, and effectiveness was quite positive (see Appendix J). Of particular interest was that parents indicated their children were more interested in reading this year than last year.

2. ESAA Advisory Committee Questionnaire and Interviews

In late spring, 1974, a questionnaire was administered to members of an ESAA Advisory Committee who attended one of their regularly scheduled meetings. They were asked nine questions, three concerning philosophy, three on personnel, and three on the effectiveness of Project Assist, as they viewed it. The results showed that they were highly approving of the philosophy of the project, less sure of the effectiveness of the project, and even less approving of the personnel working in the project.

Interviews were planned and initiated to assess the underlying bases for their responses. However, these interviews were not completed at the time of the publication of this report.

SUMMARY:

The evidence gathered by interviewing Metz and Palm parents indicate that, among students' parents, the project has their support and approval.

70

VI

INTERRELATIONSHIPS

To even address the subject of interrelationships of data reported in this document is a bit dubious, because so little of the data was adequately coded to allow for correlation analyses between measures using students as units, even if it were the appropriate unit to use. The number of schools is so small as to prohibit any correlations involving schools as units. Steps will be taken from the very beginning of the second project year to gather and code outcome and process data so that the degree of relationship between appropriate program variables may be investigated.

However, some interrelationships, if not statistically indicated, suggest themselves from the data provided in this evaluation report. Improved school attendance of students at Palm (outcome objective #3) may have been related with the possible improvement in elementary student attitude toward reading (outcome objective #2).

There appeared to be a logical relationship between the failure to attain input objective #2 ("a project staff will be hired on schedule") and failure to completely attain input objectives #3 ("the aides will receive two weeks of preservice reading instructional training"), #4 ("the aides and teachers will undergo preschool and inservice training together"), #6 ($56,678 worth of reading materials will be put into the experimental schools"), and #9 ("teachers will be trained to use the aides").

The extent to which the evaluation team did not provide continual feedback to the program staff (input objective #8) probably also affected the attainment of the training input objectives listed in the above paragraph.

71

VII

MISCELLANEOUS INFORMATION

"MISCELLANEOUS" DATA FOR PROGRAM REVISION

There is much "miscellaneous information" provided in the appendices to this report which do not directly relate to the stated program objectives for Project Assist. However, if thoroughly digested by program and school level personnel, this data will greatly assist in the effective revision of some program activities. Aides and teachers have candidly and willingly offered literally hundreds of observation and suggestions of the success and failure of many techniques used during the first project year. Specific attention paid to the achievement test results, at the school level and at grade levels, will point out the areas which should be emphasized in instruction during the second project year. There is much in these appendices to be encouraged about, also.

NATIONAL ESAA PILOT EVALUATION

System Development Corporation of Santa Monica, California (contractor with the U. S. Office of Education to evaluate the ESAA Pilot program) randomly selected Palm as the Austin ESAA school and Brooke as the Austin comparison school as part of its evaluation sample. Students at both schools were involved in the California Achievement Test testing (pre and post) at the intermediate grades, and in several affective measures. Teachers, especially at Palm, were quite involved in the national evaluation effort, being required to keep extensive records on their students and to complete several affective measures themselves.

Considerable effort will be made by the local ESAA Pilot Project Assist evaluation staff to coordinate the local and national evaluation efforts at these two schools next year, in order to eliminate, where possible, duplication of efforts.

RESTRICTED ESAA FUNDS

It has been observed this year that ESAA funds (the source of monies for Project Assist) are extremely restricted, considerably more s. than any of the other federal monies currently available to AISD. ESAA budget guidelines are so strict as to require frequent and extensive budget revisions for relatively minor shifts in budget priorities.

The consequence of this was that the project coordinator spent between one and two months of the project year working totally on budget revisions (based on casual observation by the project evaluator). This was time lost to teachers and aides who, accordingly, complained of not seeing the project coordinator enough in the schools. Perhaps a relaxing of budgetary restrictions on future ESAA funds would benefit the projects funded by ESAA in released staff time more than the avoidance of any imagined monetary infractions wrought by such a relaxation.

APPENDIX A

INSTRUMENT REPORT

BOEHM TEST OF BASIC CONCEPTS REPORT

Date/Period of Administration:	October, 1973 and January, 1974
Population:	309 Kindergarten Students at Metz, Palm, Brooke, Ortega, Becker, and Dawson Schools
Data Collected By:	Classroom Teachers
Data Collection Supervised by:	Department of Student Development

INTRODUCTION

The Boehm Test of Basic Concepts was given to kindergarten students in all six experimental and control elementary schools in October, 1973, and in January, 1974. A more detailed description of the instrument and its administration is attached to this appendix.

The results were analyzed to yield pre, post, and gain information about each school and each group, and to compare Project Assist group results with the two control groups' results. The results of these analyses are presented in the tables attached to this appendix and in the following discussion.

RESULTS

Project Assist kindergarten students ranked lower than kindergarten students in the two control groups at the beginning of the project year (see Tables A-1 and A-2). At midyear, however, Project Assist students scored higher than general aide control schools (see Table A-2). Despite this gain statistical comparisons yielded no significant differences between Project Assist schools and the two control groups on either the fall or the midyear scores (see Tables A-3 and A-4). Project Assist schools made an average gain from fall to midyear administrations of over 6½ points (see Table A-5). This gain was (statistically) significantly greater than the three point national average gain made by low socioeconomic children. The midyear mean for Project Assist kindergarten children was 34.26, less, but not significantly so, than the midyear mid-socioeconomic national mean of 35.3 which was the achievement objective set for project kindergarten children. The low socioeconomic midyear national mean is 28.4, considerably less than the project midyear mean.

SUMMARY

Project kindergarten students did not achieve significantly lower than the achievement objective set by the project for the first project year. Gains were significantly larger and midyear scores were significantly greater than national norms for low socioeconomic students.

Table A-1: BOEHM TEST OF BASIC CONCEPTS RESULTS FOR PRE AND POST ADMINISTRATIONS FOR PROJECT ASSIST SCHOOLS AND CONTROL SCHOOLS

Boehm Subscale	Project Assist Schools				General Aide Control Schools				No Aide Control Schools			
	Metz N=54		Palm[1] N=21		Brooke N=40		Ortega N=54		Becker N=98		Dawson N=42	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Space	14.0000	16.4259	12.8571	18.6190	13.9250	15.1750	16.0556	18.2222	14.2449	17.6224	14.8095	18.0714
2. Quantity	9.0741	11.0556	10.1429	11.7143	8.2000	9.0000	10.4815	12.6852	9.3265	11.5816	9.2857	12.0476
3. Time	1.8148	2.5926	2.2381	3.0476	1.6250	2.1500	2.4074	2.7407	2.0306	2.4898	2.3571	3.2143
4. Miscellaneous	2.3333	3.0370	3.1429	3.7143	2.4500	2.2500	2.9630	3.6667	2.7449	3.2041	2.5476	3.5000
5. Total	27.1111	33.1111	28.3810	37.0952	25.9750	28.5750	31.6481	37.2037	28.3980	34.8469	28.9762	36.8333
Group Averages	Pre 27.4795		Post 34.2603		Pre 29.1176		Post 33.1529		Pre 28.4328		Post 35.2910	

[1] Data from one of the two kindergarten classes at Palm were discarded due to doubts concerning its validity.

The following table displays the above data in terms of school rankings of student achievement (pre and post) on the Boehm Test of Basic Concepts.

Table A-2: SCHOOL RANKINGS OF EXPERIMENTAL AND CONTROL KINDERGARTENERS' ACHIEVEMENT ON PRE AND POST ADMINISTRATIONS OF THE BOEHM TEST OF BASIC CONCEPTS

Measure	Project Assist Schools		General Aide Control Schools		No Aide Control Schools	
	Metz	Palm	Brooke	Ortega	Becker	Dawson
Pre School Ranking	5	4	6	1	3	2
Post School Ranking	5	2	6	1	4	3
Pre Group Ranking	3		1		2	
Post Group Ranking	2		3		1	

Table A-3: COMPARISONS BETWEEN PROJECT ASSIST SCHOOLS AND GENERAL AIDE CONTROL SCHOOLS ON FALL AND SPRING ADMINISTRATIONS OF THE BOEHM TEST OF BASIC CONCEPT

Group	Fall Means	P	Spring Means	P
Palm and Metz	27.4790	.2465	34.2603	.4113
Brooke and Ortega	29.1176		33.1529	

Neither of the two comparisons yielded a statistically significant difference between the two groups.

Table A-4: COMPARISON BETWEEN PROJECT ASSIST SCHOOLS AND NO AIDE CONTROL SCHOOLS ON FALL AND SPRING ADMINISTRATIONS OF THE BOEHM TEST OF BASIC CONCEPT

Group	Fall Means	P	Spring Means	P
Palm and Metz	27.4795	.3819	34.2603	.3091
Dawson and Becker	28.4328		35.2910	

Neither of the two comparisons yielded a statistically significant difference between the two groups.

Table A-5: BOEHM TEST OF BASIC CONCEPTS RESULTS (GAINS FROM PRE TO POST) FOR PROJECT ASSIST SCHOOL AND CONTROL SCHOOLS.

Boehm Subscale	Project Assist Schools		General Aide Control Schools		No Aide Control Schools	
	Metz	Palm	Brooke	Ortega	Becker	Dawson
1. Space	2.4259	5.7619	1.2500	2.1666	3.3775	3.2619
2. Quantity	1.9815	1.5714	.8000	2.2037	2.2551	2.7619
3. Time	.7778	.895	.5250	.3333	.4592	.8572
4. Miscellaneous	.7037	.5714	.2000	.8037	.4592	.9524
Total	6.0000	8.7142	3.0000	5.5556	6.4489	7.8571
Average gain	6.7598		4.4681		6.8713	
Group Rankings of Average gain	2		3		1	

APPENDIX B

INSTRUMENT REPORT

PRESCRIPTIVE READING INVENTORY REPORT

Date/Period of Administration:	Fall, 1973 and Spring, 1974
Population:	Approximately 3,000 Second - Sixth Graders at Metz, Palm, Brooke, Ortega, Becker, Dawson, Martin, Allan, and Travis Heights
Data Collected By:	Classroom Teachers
Data Collection Supervised By:	Department of Student Development

INTRODUCTION

The Prescriptive Reading Inventory (PRI), a criterion referenced test, was given to students at grades 2-6 in the Project Assist schools and comparison schools. However, due to variations across groups in test forms given to students at grades 2, 3, 4 and 5, comparisons between groups can be made only at grade 6. There were several problems with the data which are noted in the description of the PRI and its administration, attached to this appendix. These problems are mostly with the general aide control schools' results; consequently, no comparison of the experimental with the general aide control schools was possible.

Analyses were performed on these results to ascertain pre, post and gain results for both project and comparison schools. McGraw-Hill/CTB, publisher of the PRI, was contracted to perform these analyses. Post-test means and gains, grades 2-4, at Metz and Palm were based on matched scores of students but the scores at Becker and Dawson are not. Therefore, comparisons between the experienced elementary aides and the no aide control schools are possible only at the fifth grade level.

SECOND GRADE

Pre and post scores for Metz and Palm second graders are shown in Table B-1. An asterisk indicates that a significantly larger number of students achieved the objective on the post-test than had achieved it on the pre-test. Metz second graders made significant gains on 16 of the 41 objectives and on 11 of the 22 objectives selected by Metz teachers for particular emphasis during the first project year. Palm second graders made significant gains on 12 of the 41 PRI objectives and on 7 of the 19 objectives selected by Palm teachers for special emphasis this year.

THIRD GRADE

Pre and post scores for Metz and Palm third graders are shown in Table B-2. Metz third graders made significant gain on 18 of the 42 objectives and on 10 of the 20 objectives selected by Metz teachers for special emphasis during 1973-74.

Palm third graders made significant gains on 3 objectives and on 1 of the 17 objectives selected by Palm teachers for special emphasis.

FOURTH GRADE

Pre and post scores for Project Assist fourth graders are shown in Table B-3. Metz fourth graders made significant gains on 4 of the 42 objectives and on none of the 20 objectives selected by Metz teachers for special emphasis that year.

Palm fourth graders made significant gain on 4 of the 42 PRI objectives and on 2 of the 17 objectives selected by Palm teachers for special emphasis during the year.

FIFTH GRADE

Pre and post scores for Metz and Palm fifth graders are shown in Table B-4. An average of less than four percent of Metz and Palm fifth graders made gains on the PRI objectives tested at that grade level (See Table B-4). These two schools ranked third and second respectively when compared to the two no aide control elementary schools on achievement gains made from pre to post administration of the PRI (See Table B-5).

SIXTH GRADE

At the beginning of the year Martin sixth graders ranked third (last) among the three experimental and control sixth grade schools on a pre administration of the year, however, they ranked second (see Table B-7).

An average of almost 7 percent of Martin sixth graders made gains on the PRI objectives tested at that grade level (see Table B-8). Martin sixth graders ranked first among the three experimental and control sixth grade schools on achievement gains made from pre to post administration of the PRI (see Table B-9).

SUMMARY

Based on the PRI results and the program objectives it appears that Project Assist second, third, fourth and fifth graders did not achieve as high in reading nor did they improve as much in reading as did the no aide control students.

Project Assist sixth graders at Martin Junior High, however, appeared to have achieved higher on the post test than did the general aide control sixth grades (Allan Junior High), even though they scored lower on the pretest. They also showed more improvement than either the general aide control school (Allan) or the no aide control school (Fulmore).

For pre, post and gain results for the sixth grade, see Table B-10.

Table B-1: PERCENT OF SECOND GRADE STUDENTS AT PROJECT ADMIT SCHOOLS ON THE [illegible]

PRI Subscale	PRI Objective	Yale		[illegible]	
		Pre	Post	Pre	Post
1. Recognition of sound and symbol	1	8.0	15.0*	10.0	8.3
	2	11.0	37.0*	10.0	23.3**
2. Phonic Analysis	5	35.0	50.0*	23.3	23.3
	7	30.0	40.0	36.7	45.0
	8	4.0	31.0*	11.7	25.0**
	9	41.0	[illegible]	25.0	51.7*
	10	43.0	65.0*	16.7	38.3*
	11	9.0	30.0*	13.3	36.7*
	13	10.0	36.0*	15.0	13.3
	14	6.0	20.0	3.3	11.7**
3. Structural Analysis	17	42.0	30.0	30.0	38.3
	18	4.0	10.0	6.7	10.0
	19	46.0	33.0	21.7	41.7*
	21	35.0	37.0	23.3	46.7*
	24	8.0	7.0	1.7	11.7*
	26	6.0	8.0	16.7	16.7
	27	7.0	25.0*	10.0	1.7**
	34	26.0	27.0	8.3	28.3*
4. Translation	41	37.0	45.0	30.0	31.7
	43	23.0	39.0*	41.7	28.3
	46	19.0	26.0	5.0	15.0*
	50	27.0	28.0	20.0	36.7**
	52	10.0	19.0**	0.0	10.0*
	54	60.0	63.0*	46.7	45.0
	55	62.0	47.0	36.7	41.7
5. Literal Comprehension	57	8.0	20.0*	5.0	20.0*
	58	[illegible]	18.0	11.7	16.7
	59	20.0	30.0**	18.3	23.3
6. Interpretive Comprehension	62	8.0	25.0*	20.0	23.3
	63	6.0	12.0	1.7	8.3
	64	22.0	14.0	13.3	18.3
	66	[illegible]	20.0*	16.7	20.0
	67	6.0	12.0	1.7	5.0
	68	4.0	16.0*	5.0	25.0*
	69	12.0	16.0	16.7	25.0
	70	14.0	11.0	15.0	16.7
	72	5.0	18.0*	8.3	21.7*
	76	15.0	8.0	3.3	11.7**
	77	10.0	12.0	8.3	5.0
	78	18.0	14.0	10.0	16.7
7. Critical Comprehension	83	15.0	10.0	18.3	13.3

Table B-2: PERCENT OF THIRD GRADE STUDENTS AT PROJECT ASSIST SCHOOLS WHO ACHIEVED OBJECTIVES ON PRE AND POST ADMINISTRATION OF THE PRESCRIPTIVE READING INVENTORY (BLUE LEVEL)

PRI SUBSCALE	PRI OBJECTIVE	PROJECT ASSIST SCHOOLS					
		METZ			PALM		
		PRE	POST	GAIN	PRE	POST	GAIN
1. Phonic Analysis	9	62.1	62.1	0.0	57.5	71.2	13.7
	13	30.5	47.4	16.9*	28.8	30.1	1.3
	14	22.1	42.1	20.0*	5.5	30.1	24.6*
	15	21.1	37.9	16.8*	24.7	37.0	12.3
2. Structural Analysis	22	5.3	11.6	6.3	8.2	6.9	- 1.3
	25	46.3	77.9	31.6*	49.3	67.1	17.8*
	30	30.5	46.3	15.8*	16.4	27.4	11.0
	31	21.1	39.0	17.9*	11.0	15.1	4.1
	32	22.1	39.0	16.9*	18.1	19.2	4.1
	33	6.3	9.5	3.2	4.1	2.7	- 1.4
	34	37.9	55.8	17.9*	37.0	46.6	9.6
	37	40.0	41.1	1.1	23.3	30.1	6.8
3. Translation	45	43.2	52.6	9.4*	28.8	34.3	5.5
	46	16.8	30.5	13.7*	6.9	13.7	6.8
	48	27.4	33.7	6.3	27.4	16.4	-11.0
	49	15.8	30.5	14.7*	9.6	12.3	2.7
	51	28.4	47.4	19.0*	27.4	23.3	- 4.1
	52	43.2	64.2	21.0*	42.5	45.2	2.7
	53	25.3	29.5	4.2	20.6	15.1	- 5.5
	54	35.8	49.5	13.7*	15.1	19.2	4.1
4. Literal Comprehension	57	12.6	27.4	14.8*	9.6	9.6	0
	58	20.0	25.3	5.3	12.3	23.3	11.0
	59	27.4	37.9	10.5	20.6	32.9	12.3
	60	30.5	47.1	11.6	24.7	27.4	2.7
	61	16.8	27.4	10.6	12.3	11.0	- 1.3
5. Interpretive Comprehension	62	0	1.1	1.1	0	0	0
	63	9.5	29.5	20.0*	11.0	21.9	10.9
	64	14.7	15.8	1.1	16.4	15.1	- 1.3
	66	11.6	13.7	2.1	11.0	13.7	2.7
	67	2.1	4.2	2.1	1.4	4.1	2.7
	70	2.1	14.7	12.6*	5.5	5.5	0
	71	9.5	20.0	10.5	16.4	16.4	0
	72	28.4	37.9	9.5	15.1	31.5	16.4*
	73	11.6	24.2	12.6*	13.7	17.8	4.1
	75	5.3	7.4	2.1	1.4	6.9	5.5
	76	3.2	3.2	0.0	0.0	5.5	5.5
	77	15.8	27.4	11.6*	13.7	8.2	- 5.5
	78	10.5	10.5	0	5.5	11.0	5.5
6. Critical Comprehension	80	5.3	5.3	0	8.2	5.5	- 2.7
	83	15.8	22.1	6.3	15.1	16.4	1.3
	84	19.0	28.4	9.4	20.6	28.8	8.2
	89	7.4	4.2	- 3.2	4.1	1.4	- 2.7

* The gain from pre to post was significant.

Table B-3: PERCENT OF FOURTH GRADE STUDENTS OF PROJECT ASSIST SCHOOLS WHO ACHIEVED OBJECTIVES ON PRE AND POST ADMINISTRATION OF THE PRESCRIPTIVE READING INVENTORY (BLUE LEVEL)

PRI SUBSCALE	PRI OBJECTIVE	PROJECT ASSIST SCHOOLS					
		METZ(N=)			PALM( )		
		PRE	POST	GAIN	PRE	POST	GAIN
1. Phonic Analysis	9	58.5	64.2	+ 5.7	45.3	67.2	+21.9*
	13	49.1	51.9	+ 2.0	26.9	31.3	+ 4.4
	14	50.0	47.2	- 2.8	29.9	37.3	+ 7.4
	15	38.7	37.7	- 1.0	34.3	34.3	0
2. Structural Analysis	22	16.0	13.2	- 3.8	11.9	16.4	+ 4.5
	25	68.9	68.9	0	55.2	62.7	+ 7.5
	30	36.8	35.9	- .9	31.4	32.8	+ 1.4
	31	32.1	28.3	- 3.8	20.9	22.4	+ 1.5
	32	35.9	34.9	- 1.0	16.4	31.3	+15.9*
	33	17.0	23.6	+ 6.6	10.5	16.4	+ 5.9
	34	41.5	55.7	+14.2*	38.8	53.7	+14.9
	37	38.7	39.6	+ .9	23.9	38.8	+14.9*
3. Translation	45	51.9	51.9	0	37.3	43.3	+ 6.0
	46	31.1	41.5	+10.4	37.3	37.3	0
	48	27.4	29.2	+ 1.8	26.9	34.3	+ 7.4
	49	34.0	38.7	+ 4.7	26.9	28.4	+ 1.5
	51	30.2	45.3	+15.1*	32.8	35.8	+ 3.0
	52	48.1	55.7	+ 7.6	44.8	41.8	- 3.0
	53	16.0	18.9	+ 2.9	19.4	22.4	+ 3.0
	54	32.1	35.9	+ 3.8	29.9	38.8	+ 8.9
4. Literal Comprehension	57	15.1	24.5	+ 9.4	17.9	14.9	- 3.0
	58	20.8	36.8	+16.0*	23.9	20.9	+ 3.0
	59	34.0	43.4	+ 9.4	28.4	38.8	+10.4
	60	26.4	33.0	+ 6.6	29.9	28.4	- 1.5
	61	16.0	18.9	+ 2.9	17.9	13.4	- 4.5
5. Interpretive Comprehension	62	0.0	0.9	+ .9	0.0	3.0	+ 3.0
	63	20.8	24.5	+ 3.7	23.9	19.4	- 4.5
	64	14.2	10.4	- 3.8	17.9	19.4	+ 1.5
	66	14.2	17.0	+ 2.8	7.5	22.4	+14.9*
	67	2.8	2.8	0	6.0	6.0	0
	70	12.3	19.8	+ 7.5	9.0	11.9	+ 2.9
	71	23.6	27.4	+ 3.8	22.4	22.4	0
	72	47.2	46.2	- 1.0	29.9	26.9	- 3.0
	73	16.0	24.5	+ 8.5	20.9	25.4	+ 4.5
	75	3.8	16.0	+12.2*	11.9	13.4	+ 1.5
	76	4.7	5.7	+ 1.0	7.5	10.4	+ 2.9
	77	10.4	12.3	+ 1.9	20.9	19.4	+ 1.5
	78	14.2	8.5	- 5.7	10.5	14.9	+ 4.4
6. Critical Comprehension	80	7.6	10.4	+ 2.8	11.9	17.9	+ 6.0
	83	19.8	19.8	0	22.4	19.4	- 3.0
	84	25.5	33.0	+ 7.5	22.4	25.4	+ 3.0
	89	7.5	3.8	- 3.7	4.5	6.0	+ 1.5

* The gain from pre to post was significant.

Table 8-4: PERCENT OF FIFTH GRADE STUDENTS AT EXPERIMENTAL AND CONTROL ELEMENTARY SCHOOLS WHO ACHIEVED OBJECTIVES ON PRE AND POST ADMINISTRATIONS OF THE PRESCRIPTIVE READING INVENTORY (ORANGE LEVEL)

PRI SUBSCALE	PRI OBJECTIVE	PROJECT ASSIST SCHOOLS						GENERAL AIDE CONTROL SCHOOLS		NO AIDE CONTROL SCHOOLS					
		METZ			PALM			BROOKE	ORTEGA	BECKER			DAWSON		
		PRE	POST	GAIN	PRE	POST	GAIN			PRE	POST	GAIN	PRE	POST	GAIN
1. Phonic Analysis	13	43	63	+20	43	49	+6			60	56	+4	59	66	+7
	14	40	49	+9	37	47	+10			39	42	+3	59	69	+10
	15	54	61	+7	46	38	-8			60	46	-14	58	65	+7
2. Structural Analysis	22	20	28	+8	21	35	+14			28	33	+5	40	58	+18
	33	10	24	+14	11	16	+5			22	26	+4	31	39	+8
	34	14	14	0	16	17	+1			24	28	+4	28	33	+5
	35	4	11	+7	21	16	-5			16	16	0	19	23	+4
	36	7	8	+1	9	9	0			8	12	+4	11	16	+5
3. Translation	46	60	68	+8	46	59	+13			62	66	+4	76	87	+11
	48	31	49	+18	33	39	+6			46	52	+6	56	62	+6
	49	16	24	+8	20	23	+3			23	22	-1	32	39	+7
	52	30	38	+8	32	30	-2			43	38	-5	48	51	+3
	53	13	12	-1	20	21	+1			27	24	-3	32	41	+9
	56	28	49	+21	22	38	+16			33	37	+4	44	39	-5
4. Literal Comprehension	57	10	4	-6	9	12	+3			15	18	+3	18	29	+11
	58	6	3	-3	4	7	+3	DATA NOT USEABLE *		6	10	+4	12	16	+4
	59	10	12	+2	12	21	+9			12	15	+3	23	26	+3
5. Interpretive Comprehension	62	10	12	+2	14	16	+2			14	19	+5	20	31	+11
	63	6	2	-4	11	16	+5			15	13	-2	18	29	+11
	64	9	10	+1	9	19	+10			13	20	+7	23	27	+4
	65	10	8	-2	12	15	+3			19	18	-1	23	36	+13
	66	3	8	+5	1	9	+8			9	11	+2	11	19	+8
	67	5	5	0	7	10	+3			10	13	+3	15	19	+4
	70	5	5	0	6	14	+8			7	10	+3	18	24	+6
	73	7	9	+2	8	9	+1			12	15	+3	19	26	+7
	75	2	5	+3	2	12	+10			12	17	+5	8	16	+8
	76	5	5	0	0	7	+7			3	10	+7	6	9	+3
	77	1	8	+7	8	6	-2			6	10	+4	9	8	-1
	78	5	5	0	7	18	+11			15	16	+1	19	21	+2
6. Critical Comprehension	81	10	12	+2	14	15	+1			19	19	0	22	27	+5
	82	4	3	+1	1	18	+19			8	14	+6	6	10	+4
	83	9	14	+5	15	21	+6			19	23	+4	32	43	+11
	85	6	2	-4	7	11	+4			6	12	+6	12	19	+7
	86	8	6	-2	8	12	+4			13	15	+2	12	16	+4
	87	6	8	+2	5	6	+1			7	10	+3	8	12	+4
	88	5	2	-3	1	2	+1			4	6	+2	7	8	+1
	89	9	5	-4	11	9	-2			13	13	0	21	29	+8
	90	3	6	+3	2	11	+7			4	13	+9	11	16	+5

* The scores for general aide control schools reflect only the highest achieving students' achievement, because the PRI was given on achievement level at these schools, not on grade level as at the other schools.

Table B-5: SCHOOL RANKINGS OF EXPERIMENTAL AND CONTROL FIFTH GRADERS' GAINS FROM PRE TO POST ON THE PRESCRIPTIVE READING INVENTORY

PRI Subscale	Metz	Palm	Becker	Dawson
1. Phonic Analysis	1	4	3	2
2. Structural Analysis	2	4	3	1
3. Translation	4	1	3	2
4. Literal Comprehension	3	4	2	1
5. Interpretive Comprehension	4	2	3	1
6. Critical Comprehension	4	1	3	2
Average Ranking	3	2	4	1

Table B-6: AVERAGE PERCENT OF SIXTH GRADERS AT THE EXPERIMENTAL AND CONTROL SCHOOLS WHO ACHIEVED OBJECTIVES ON THE PRE AND POST ADMINISTRATIONS OF THE PRESCRIPTIVE READING INVENTORY

PRI Subscale	Martin		Allan		Travis Hts.	
	Pre	Post	Pre	Post	Pre	Post
Phonic Analysis	46.00	58.67	44.00	50.67	66.33	70.67
Structural Analysis	18.00	30.40	20.80	27.20	40.60	50.60
Translation	40.33	47.00	38.33	43.50	59.67	64.50
Literal Comprehension	9.67	15.00	11.00	15.67	25.67	30.33
Interpretive Comprehension	10.67	14.83	9.50	14.92	25.42	31.92
Critical Comprehension	8.89	13.56	12.44	8.78	22.11	27.67
Average	18.63	25.13	19.08	22.11	35.29	41.45

The following table displays the above data in terms of school rankings for pre and post student achievement on the Prescriptive Reading Inventory.

Table B-7: SCHOOL RANKINGS OF EXPERIMENTAL AND CONTROL SIXTH GRADERS' ACHIEVEMENT ON PRE AND POST ADMINISTRATIONS OF THE PRESCRIPTIVE READING INVENTORY

PRI Subscale	Martin		Allan		Travis Hts.	
	Pre	Post	Pre	Post	Pre	Post
Phonic Analysis	2	2	3	3	1	1
Structural Analysis	3	2	2	3	1	1
Translation	2	2	3	3	1	1
Literal Comprehension	3	3	2	2	1	1
Interpretive Comprehension	2	2	3	3	1	1
Critical Comprehension	3	2	2	3	1	1
Overall Ranking	3	2	2	3	1	1

Table B-8: PERCENT OF STUDENTS WHO GAINED FROM PRE TO POST ON THE PRESCRIPTIVE READING INVENTORY AT SIXTH GRADE EXPERIMENTAL AND CONTROL SCHOOLS

PRI Subscale	No. objectives per subscale	Martin	Allen	Travis Hts.
Phonic Analysis	3	12.67%	6.67%	4.33%
Structural Analysis	5	12.40%	6.80%	10.00%
Translation	6	8.00%	5.17%	4.83%
Literal Comprehension	3	5.33%	4.67%	4.67%
Interpretive Comprehension	12	4.17%	5.42%	6.50%
Critical Comprehension	9	4.67%	7.00%	5.11%
Total	38	6.74%	5.18%	6.21%

The following table displays the above data in terms of school rankings of student gains on the Prescriptive Reading Inventory.

Table B-9: SCHOOL RANKINGS OF EXPERIMENTAL AND CONTROL SIXTH GRADERS' GAINS FROM PRE TO POST ON THE PRESCRIPTIVE READING INVENTORY

PRI Subscale	Martin	Allen	Travis Hts.
Phonic Analysis	1	2	3
Structural Analysis	1	3	2
Translation	1	2	3
Literal Comprehension	1	2	2
Interpretive Comprehension	3	2	1
Critical Comprehension	3	1	2
Overall Ranking	1	3	2

Table B-10; PERCENT OF SIXTH GRADE STUDENTS WHO ACHIEVED OBJECTIVES ON PRE AND POST ADMINISTRATIONS OF THE PRESCRIPTIVE READING INVENTORY (ORANGE LEVEL)

PRI SUBSCALE	PRI OBJECTIVE	PROJECT ASSIST SCHOOL			GENERAL AIDE CONTROL SCHOOL			NO AIDE CONTROL SCHOOL		
		MARTIN			ALLAN			TRAVIS HEIGHTS		
		PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN
1. Phonic Analysis	13	46	54	+8	50	52	+2	68	70	+2
	14	45	57	+12	39	44	+5	63	68	+5
	15	47	65	+18	43	56	+13	68	74	+6
2. Structural Analysis	22	31	49	+18	33	41	+8	57	68	+11
	33	21	38	+17	20	31	+11	52	65	+13
	34	17	34	+17	27	31	+6	50	58	+8
	35	15	20	+5	16	24	+8	30	37	+7
	36	6	11	+5	8	9	+1	14	25	+11
3. Translation	46	70	76	+6	67	70	+3	84	84	0
	48	47	63	+16	42	50	+8	66	73	+7
	49	24	20	+4	19	28	+9	53	59	+6
	52	36	48	+12	40	45	+5	61	63	+2
	53	30	34	+4	26	26	0	47	53	+6
	56	35	41	+6	36	42	+6	47	55	+8
4. Literal Comprehension	57	13	15	+2	14	17	+3	26	30	+4
	58	3	10	+7	7	9	+2	21	23	+2
	59	13	20	+7	12	21	+9	30	38	+8
5. Interpretive Comprehension	62	18	24	+6	18	26	+8	36	44	+8
	63	12	15	+3	9	16	+7	29	37	+8
	64	17	20	+3	16	21	+5	30	37	+7
	65	18	25	+7	16	21	+5	35	42	+7
	66	8	10	+2	8	10	+2	20	24	+4
	67	9	15	+6	8	13	+5	23	26	+3
	70	12	16	+4	10	14	+4	29	35	+6
	73	11	21	+10	9	19	+10	28	37	+9
	75	5	6	+1	4	12	+8	17	28	+11
	76	2	3	+1	3	5	+2	13	19	+6
	77	3	8	+5	3	7	+4	15	21	+6
	78	14	15	+1	10	15	+5	30	33	+3
6. Critical Comprehension	81	10	22	+12	18	16	-2	26	35	+9
	82	4	8	+4	11	7	-4	17	26	+9
	83	20	23	+3	19	12	-7	38	42	+4
	85	6	10	+4	11	7	-4	25	33	+8
	86	11	12	+1	15	10	-5	24	30	+6
	87	4	10	+6	7	4	-3	14	16	+2
	88	4	5	+1	5	4	-1	9	14	+5
	89	16	22	+6	19	15	-4	30	34	+4
	90	5	10	+5	7	4	-3	16	19	+3

ADMINISTRATION AND DESCRIPTION OF THE PRESCRIPTIVE READING INVENTORY (PRI)

The four different forms of the Prescriptive Reading Inventory (PRI) were given to children in grades one through six in the experimental and control schools on a pre and post basis in October 1973 and April 1974, according to the following table:

Table B-11: SCHEDULE OF ADMINISTRATION OF THE PRESCRIPTIVE READING INVENTORY TO EXPERIMENTAL AND CONTROL SCHOOLS ACCORDING TO TEST FORM

Grade	EXPERIMENTAL				NO AIDE SCHOOLS				GENERAL AIDE SCHOOLS			
	Palm		Metz		Becker		Dawson		Brooke		Ortega	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	-	A	-	A	-	A	-	A	-	-	-	-
2	B	B	B	B	B	B	B	B	A	A	A	A
3	C	C	C	C	C	C	C	C	A,B	A,B	A,B	A,B,C
4	C	C	C	C	C	C	C	C	A,B,C	A,B,C	A,B,C	A,B,C
5	D	D	D	D	D	D	D	D	A,B,C,D	A,B,C,D	A,B,C,D	A,B,C,D

As the reader can see, with the exception of fourth and fifth grades the general aide schools (Brooke and Ortega) did not test students exclusively with the same levels of the PRI as did the other four schools. Neither did these two schools posttest the first grade. This will prevent all between-school and between-group comparisons involving the general aide control schools.

The tests were administered by classroom teachers on what appeared to be (from irregular observations by evaluation personnel) a rather inconsistent basis: some teachers administered the test to their students in three straight hours, some gave the test in two halves on the same day, some administered it in halves during two mornings, others gave the test thirty minutes a day until the children were through with it, etc. School counselors attended a 1-1/2 hour workshop on administration of the PRI for the purpose of passing the information on to the classroom teachers in their schools at a similar workshop. Some of the counselors stated to evaluation personnel during the year that the information provided them during this workshop by the test publishers was inadequate for first-time administrators of the test. To the extent that this inadequate training of counselors adversely affected the subsequent training of classroom teachers, the substandard administrations of the PRI's in those teachers' classrooms may affect the validity of the PRI data gathered.

There were several other problems which probably affect the validity of the data gathered. The inconsistent conditions described above under which the test was given almost certainly affect the validity of the data gathered, especially when making comparisons between groups of smaller N's. Also, many teachers complained that the test was much too difficult and long and therefore frustrating for the children. This claim indicates that the validity of the data is perhaps less than it should be for valid comparisons of achievement. In an assessment of teacher attitudes at the end of the year where there were given several choices of testing situations for their children, teachers recommended that the PRI be given next year on the basis of student achievement level rather than on a grade level basis.

According to the 1973 CTB/McGraw-Hill Catalog, the Prescriptive Reading Inventory (PRI) is described as:

> . . . a criterion-referenced test designed to help diagnose the reading behavior of individual students in relation to reading objectives present in the elementary curriculum. It defines a student's performance solely in terms of behaviorally-stated objectives he has mastered or not mastered . . . . The PRI is not intended to sample achievement of students in broad reading areas or to compare students with a normative population. The objectives upon which PRI is based are those most generally taught in today's schools . . . .

The PRI is divided into four levels spanning the grade range of 1.5 to 6:

Red Book (Level A)	1.5 - 2.5
Green Book (Level B)	2.0 - 3.5
Blue Book (Level D)	3.0 - 4.5
Orange Book (Level D)	4.0 - 6.0

These four levels cover a total of 90 reading objectives in the areas of sound and symbol recognition, phonic analysis, structural analysis, translation, and literal, interpretive and critical comprehension. It must be noticed that it is possible that the general objectives of LEIR are not measured by the PRI.

APPENDIX C

INSTRUMENT REPORT

CALIFORNIA ACHIEVEMENT TEST REPORT

Date/Period of Administration:	February, 1973 and January, 1974
Population:	2040 Sixth, Seventh and Eighth Grade Students at Martin, Allan and Fulmore
Data Collected By:	School Counselors
Data Collection Supervised By:	Department of Student Development

INTRODUCTION

Level four of the California Achievement Test (C.A.T.) was the evaluation instrument designated to measure the gains made by seventh and eighth graders in Project Assist and control schools. The Project Assist evaluation design planned for a pretesting in early fall, 1973, and posttesting in late spring, 1974. However, due to unforeseen problems, the fall, 1973, pretest was not carried out. Therefore, the 1973-74 midyear district administration of the C.A.T. was designated as the posttest, and the midyear district C.A.T. administration of the previous year (1972-73) was designated as the pretest. The inadequacy of this latter pre/post testing schedule is obvious: the testing period began one half year before the program began and ended a half year before the program ended.

This arrangement implies that seventh graders' midyear sixth grade scores would be their pretest score and that eight' graders' midyear seventh grade scores would be their pretest scores. However, seventh graders at the project and experimental junior highs who had attended Brooke, Zavala, Blackshear, or Ortega Elementary Schools as sixth graders took the C.A.T. in early fall, 1972, rather than in January, 1973. This means that for these Communications Skills students the interim between Project Assist "pre" and "post" administrations of the C.A.T. was 1½ school years, not one school year. Therefore, all analyses involving "pre" C.A.T. scores of seventh graders must produce separate results for students who attended Communication Skills schools and for those who did not. Gain scores based on matched pre and post scores are reported for both groups. However, since the pre/post interim for Communication Skills seventh graders was 1½ years, and a one year pre/post interim is required by the program objective, only seventh graders gains will be used to assess the attainment of the achievement objective.

The 1973-74 eighth graders' C.A.T. reading scores were obtained from magnetic tapes orginally compiled through joint efforts of AISD Department of Student Development and the AISD Computation Center. Approximately $1,000 was spent in data processing and consultant costs to merge the 1972-73 and the 1973-74 tapes so that gain scores for junior high students could be computed to ascertain the attainment of Project Assist program achievement objectives. Analyses conducted from these merged tapes, by the Office of Evaluation, yielded quite different pretest means for eighth graders at Allan Junior High than had been computed from the original C.A.T. test data by the Department of Student Development. An extensive examination of the merged tape revealed several errors in the tape. However, these errors, when corrected did not account for the discrepancy between AISD Department of Student Development pretest means and Office of Evaluation pretest means.

A further investigation into the source of the difference between the two offices' analyses was prohibited by time. Therefore, no analyses involving Allan eighth graders' pretest socres will be reported here. The effort to resolve the discrepancy will be continued. When this is done, a supplemental report on achievement on the C.A.T. will be published.

SEVENTH GRADE RESULTS

Table C-1 shows pre and post means and gain statistics for the three experimental and control groups of seventh graders. Pretest scores (for non Communications Skills students, column 2 on Table C-1) for the three schools indicate that sixth graders who eventually attended Fulmore scored highest (5.77), Martin scored second highest (5.54), and more than one grade level lower was Allan at 4.48. Posttest scores showed Fulmore seventh graders reading at 6.55 grade level, Martin seventh graders at 5.48, and Allan seventh graders at 4.80.

The only significant differences found among these three schools on either the pre or the post measure was on the posttest between Fulmore and Martin, (See Table C-9) and on the posttest between Fulmore and Allan, both differences in favor of Fulmore students.

Average gains were computed from pre to post administrations of the C.A.T. for seventh graders, based on matched pre and post scores for non Communications Skills students (for whom there was approximately a one year interim between pre and post scores). The average gain for Martin seventh graders was .33 years, for Allan students .61 years, and for Fulmore students .81 years (See Table C-1). Fulmore seventh graders gained significantly more than did Martin students (See Table C-10).

EIGHTH GRADE RESULTS

Table C-12 shows pre and post means and gain statistics for the three experimental and control eighth graders (with the exception of those statistics which would have involved Allan eighth graders' pretest scores while they were seventh graders; see paragraph four in the introduction to this appendix).

Pretest scores indicate that Martin students in the middle of their seventh grade were reading at the 5.07 grade level, and Fulmore students were reading at the 6.32 grade level. This was a significant difference (See Table C-13).

On the posttest, Fulmore eighth graders scored significantly higher than Martin eighth graders at the middle of the year (See Table C-14). Martin eighth graders were reading at the 5.61 grade level, and Fulmore students were reading at the 7.27 grade level. Fulmore eighth grade students also gained significantly more in reading (.79 years) from pre to post than Martin eigh[illegible]raders did (.59 years).

Table C-1: CALIFORNIA ACHIEVEMENT TEST TOATAL READING STATISTICS PRE AND POST MEANS AND GAIN FOR PROJECT ASSIST EXPERIMENTAL AND CONTROL SCHOOLS SEVENTH GRADERS

SCHOOL	PRETEST		POSTTEST	AVERAGE GAIN	PERCENT OF STUDENTS WHO GAINED ONE FULL YEAR FROM PRE TO POST
	(October, 1972) Communications Skills Students	(February, 1973) Non Communications Skills Students	(January, 1974) All seventh Graders	Based on matched pre and post scores for non communications skills students	Based on matched pre and post scores for Non communications skill students
Martin (Project Assist School)	N=33 3.88	N=123 5.54	N=166 5.48	N=107 .33	34%
Allan (General Aide Control School)	N=94 4.18	N=269 4.48	N=423 4.80	N=254 .61	36%
Fulmore (No Aide Control School)	N=7 3.96	N=370 5.77	N=443 6.55	N=365 .81	45%

Table C-2: COMPARISON OF 1972-73 MIDYEAR CALIFORNIA ACHIEVEMENT TEST RESULTS BETWEEN PROJECT ASSIST AND GENERAL AIDE CONTROL SEVENTH GRADERS WHO HAD NOT ATTENDED A COMMUNICATION SKILLS ELEMENTARY SCHOOL

CAT Subscale	Group	Mean (in grade equivalents)	N	P
Reading Vocabulary	Martin	5.25	123	.1005
	Allan	4.29	269	
Reading Comprehension	Martin	5.84	121	.1169
	Allan	4.74	268	
Total Reading	Martin	5.54	123	.1127
	Allan	4.43	269	

Table C-3: COMPARISON OF 1972-73 FALL CALIFORNIA ACHIEVEMENT TEST RESULTS BETWEEN PROJECT ASSIST AND GENERAL AIDE CONTROL SEVENTH GRADERS WHO HAD ATTENDED A COMMUNICATION SKILLS ELEMENTARY SCHOOL

CAT Subscale	Group	Mean (in grade equivalents)	N	P
Reading Vocabulary	Martin	3.90	32	.7574
	Allan	3.98	94	
Reading Comprehension	Martin	4.00	33	.1551
	Allan	4.48	94	
Total Reading	Martin	3.88	33	.3016
	Allan	4.18	94	

Table C-4: COMPARISON OF 1973-74 MIDYEAR CALIFORNIA ACHIEVEMENT TEST RESULTS BETWEEN PROJECT ASSIST AND GENERAL AIDE CONTROL SEVENTH GRADE STUDENTS

CAT Subscale	Group	Mean (in grade equivalents)	N	P
Reading Vocabulary	Martin	5.56	165	.3090
	Allan	4.93	423	
Reading Comprehension	Martin	5.59	166	.2207
	Allan	5.06	423	
Total Reading	Martin	5.48	166	.1280
	Allan	4.80	423	

Table C-5: COMPARISON OF GAINS ON THE CALIFORNIA ACHIEVEMENT TEST FROM PRE (MIDYEAR 72-73) TO POST (MIDYEAR 73-74) BETWEEN PROJECT ASSIST AND GENERAL AIDE CONTROL SEVENTH GRADERS WHO HAD NOT ATTENDED A COMMUNICATION SKILLS ELEMENTARY SCHOOL

CAT Subscale	Group	Gains (in grade equivalents)	N	P
Reading Vocabulary	Martin	.75	107	.8631
	Allan	.72	254	
Reading Comprehension	Martin	.14	105	.0506
	Allan	.58	253	
Total Reading	Martin	.33	107	.0683
	Allan	.61	254	

Table C-6: COMPARISON OF GAINS ON THE CALIFORNIA ACHIEVEMENT TEST FROM PRE (FALL, 72) TO POST (MIDYEAR, 73-74) BETWEEN PROJECT ASSIST AND GENERAL AIDE CONTROL SEVENTH GRADERS WHO HAD ATTENDED A COMMUNICATION SKILLS ELEMENTARY SCHOOL

CAT Subscale	Group	Gains (in grade equivalents)	N	P
Reading Vocabulary	Martin	.49	32	.5086
	Allan	1.69	89	
Reading Comprehension	Martin	.50	33	.6435
	Allan	.35	89	
Total Reading	Martin	.38	33	.7197
	Allan	.48	89	

Table C-7: COMPARISON OF PRE (1972-73 MIDYEAR) CALIFORNIA ACHIEVEMENT TEST RESULTS BETWEEN PROJECT ASSIST AND NO AIDE CONTROL SEVENTH GRADERS WHO HAD NOT ATTENDED A COMMUNICATION SKILLS ELEMENTARY SCHOOL

CAT Subscale	Group	Mean (in grade equivalents)	N	P
Reading Vocabulary	Martin	5.25	123	.5440
	Fulmore	5.58	370	
Reading Comprehension	Martin	5.84	121	.7753
	Fulmore	6.01	370	
Total Reading	Martin	5.84	123	.7083
	Fulmore	5.77	370	

Table C-8: COMPARISON OF PRE (FALL, 1972) CALIFORNIA ACHIEVEMENT TEST RESULTS BETWEEN PROJECT ASSIST AND NO AIDE CONTROL SEVENTH GRADERS WHO HAD ATTENDED A COMMUNICATION SKILLS ELEMENTARY SCHOOL

CAT Subscale	Group	Mean (in grade equivalents)	N	P
Reading Vocabulary	Martin	3.89	33	.9634
	Fulmore	3.87	7	
Reading Comprehension	Martin	4.00	33	.7323
	Fulmore	4.24	7	
Total Reading	Martin	3.88	33	.8960
	Fulmore	3.96	7	

Table C-9: COMPARISON OF POST (1973-74 MIDYEAR) CALIFORNIA ACHIEVEMENT TEST RESULTS BETWEEN PROJECT ASSIST AND NO AIDE CONTROL SEVENTH GRADERS

CAT Subscale	Group	Mean (in grade equivalents)	N	P
Reading Vocabulary	Martin	5.56	165	.0361*
	Fulmore	6.61	443	
Reading Comprehension	Martin	5.59	166	.0380*
	Fulmore	6.52	443	
Total Reading	Martin	5.48	166	.0206*
	Fulmore	6.55	443	

* The differences between the two groups is statistically significant.

Table C-10: COMPARISON OF GAINS ON THE CALIFORNIA ACHIEVEMENT TEST FROM PRE (MIDYEAR 72-73) TO POST (MIDYEAR 73-74) BETWEEN PROJECT ASSIST AND NO AIDE CONTROL SEVENTH GRADERS WHO HAD NOT ATTENDED A COMMUNICATION SKILLS ELEMENTARY SCHOOL

CAT Subscale	Group	Mean (in grade equivalents)	N	P
Reading Vocabulary	Martin	.75	107	.0995
	Fulmore	1.03	365	
Reading Comprehension	Martin	.14	105	.0556
	Fulmore	.53	365	
Total Reading	Martin	.33	107	.0008*
	Fulmore	.81	365	

* The differences between the two groups is statistically significant.

Table C-11: COMPARISON OF GAINS ON THE CALIFORNIA ACHIEVEMENT TEST FROM PRE (FALL, 72) TO POST (MIDYEAR 73-74) BETWEEN PROJECT ASSIST AND NO AIDE CONTROL SEVENTH GRADERS WHO HAD ATTENDED A COMMUNICATION SKILLS ELEMENTARY SCHOOL

CAT Subscale	Group	Mean (in grade equivalents)	N	P
Reading Vocabulary	Martin	.49	32	.8456
	Fulmore	.61	7	
Reading Comprehension	Martin	.50	33	.6013
	Fulmore	.10	7	
Total Reading	Martin	.38	33	.9789
	Fulmore	.37	7	

Table C-12: CALIFORNIA ACHIEVEMENT TEST TOTAL READING PRE AND POST MEANS AND GAIN STATISTICS FOR PROJECT ASSIST EXPERIMENTAL AND CONTROL SCHOOL EIGHTH GRADERS

SCHOOL	PRETEST (February, 1973)	POSTTEST (January, 1974)	AVERAGE GAIN (based on matched pre and post scores)	PERCENT OF STUDENTS WHO GAINED ONE FULL YEAR FROM PRE TO POST
Martin (Project Assist School)	N=255 5.07	N=231 5.61	N=192 .39	11%
Allan (General Aide Control School)	DATA NOT AVAILABLE	N=326 5.81	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Fulmore (No Aide Control School)	N=465 6.32	N=454 7.27	N=384 .79	53%

Table C-13: COMPARISON OF PRE (1972-1973 MIDYEAR) CALIFORNIA ACHIEVEMENT TEST RESULTS FOR PROJECT ASSIST AND NO AIDE CONTROL EIGHTH GRADERS

CAT Subscale	Group	Mean (in grade equivalents)	N	P
Reading Vocabulary	Martin Fulmore	5.06 6.16	255 465	.0000*
Reading Comprehension	Martin Fulmore	5.23 6.52	255 465	.0000*
Total Reading	Martin Fulmore	5.07 6.32	255 465	.0000*

Table C-14: COMPARISON OF POST ('73-'74 MIDYEAR) CALIFORNIA ACHIEVEMENT TEST RESULTS FOR PROJECT ASSIST AND NO AIDE CONTROL EIGHTH GRADERS

CAT Subscale	Group	Mean (in grade equivalents)	N	P
Reading Vocabulary	Martin Fulmore	5.43 7.34	231 454	.0000*
Reading Comprehension	Martin Fulmore	5.61 7.27	231 454	.0000*
Total Reading	Martin Fulmore	5.61 7.27	231 454	.0000*

Table C-15: COMPARISON OF GAINS ON THE CALIFORNIA ACHIEVEMENT TEST FROM PRE (MIDYEAR '72-'73) TO POST (MIDYEAR '73-'74) FOR PROJECT ASSIST AND NO AIDE CONTROL EIGHTH GRADERS

CAT Subscale	Group	Mean (in grade equivalents)	N	P
Reading Vocabulary	Martin Fulmore	.25 1.03	192 384	.0000*
Reading Comprehension	Martin Fulmore	.49 .54	192 384	.7603*
Total Reading	Martin Fulmore	.39 .79	192 384	.0036*

105

Table C-16: COMPARISON OF POST ('73-'74 MIDYEAR) CALIFORNIA ACHIEVEMENT TEST TOTAL READING RESULTS FOR PROJECT ASSIST AND NO AIDE CONTROL EIGHTH GRADERS

CAT Subscale	Group	Mean (in grade equivalents)	N	P
Reading Vocabulary	Martin Allan	5.43 5.67	231 326	.2074
Reading Comprehension	Martin Allan	5.89 6.04	231 326	.4760
Total Reading	Martin Allan	5.61 5.81	231 326	.2916

APPENDIX D

INSTRUMENT REPORT

PUPIL ATTENDANCE REPORT

Date/Period of Administration:	**Data gathered throughout 1973-74**
Population:	All students in Austin Independent School District
Data Collected by:	**Classroom teachers and school office personnel**
Data Collection Supervised by:	**Department of Pupil Services**

INTRODUCTION

Every year the A.I.S.D. Department of Pupil Accounting prepares a yearly report listing the percent of student attendance for each school in the district. This percentage is determined by dividing the Average Daily Attendance (ADA) of a school by the Average Daily Membership (ADM) of that school. The resulting percentages are rounded off to the nearest percent in the yearly reports.

RESULTS

From the A.I.S.D. attendance reports for 1972-73 and 1973-74 (see Table D-2), attendance data on the experimental and control schools was gathered, and differences were caluculated (see the following table):

TABLE D-1: PERCENT OF AVERAGE DAILY ATTENDANCE FOR EXPERIMENTAL AND CONTROL SCHOOLS FOR YEARS 1972-1973 AND 1973-1974

SCHOOLS	% ADA 1972-1973	% ADA 1973-1974	DIFFERENCE
PROJECT ASSIST SCHOOLS			
PALM	88	89	+1
METZ	92	91	-1
MARTIN	82	81	-1
GENERAL AIDE CONTROL SCHOOLS			
BROOKE	92	91	-1
ORTEGA	93	91	-2
ALLAN	85	85	SAME
NO AIDE CONTROL SCHOOLS			
DAWSON	94	93	-1
BECKER	91	89	-2
TRAVIS HEIGHTS		91	NO DATA FOR PREVIOUS YEAR
FULMORE	90	89	-1

Of particular note is the fact that Palm Elementary, one of the two elementary Project Assist schools, was the only Austin elementary school out of 52 elementary schools (grades K-5) to improve its attendance this year. Attendance at Metz Elementary and Martin Junior High attendance both decreased one percent.

It should be pointed out that there was an overall decrease in attendance throughout the entire school district, with attendance going down from 92 percent during 1972-73 to 91 percent in 1973-74. Of the 52 elementary schools, 11 retained the same percent of attendance, 30 decreased in attendance, and one school increased (Palm). Junior high schools averaged an attendance loss of one percent, and the high schools averaged a loss of over 2 1/2 percent. These decreases in attendance are probably reflective of a national trend of school attendance decreases.

TABLE D-2: **AUSTIN PUBLIC SCHOOLS PERCENT OF AVERAGE DAILY ATTENDANCE BY SCHOOLS FOR 1973-1974 COMPARED WITH 1972-1973.**

SCHOOL (W/SP.ED.)	% ATTENDANCE 1972-73	% ATTENDANCE 1973-74	DIFFERENCE
ANDERSON HIGH	-	92	N.A.
AUSTIN HIGH	87	86	- 1
CROCKETT HIGH	90	87	- 3
JOHNSTON HIGH	84	78	- 6
LANIER HIGH	92	89	- 3
MCCALLUM HIGH	90	89	- 1
REAGAN HIGH	91	90	- 1
TRAVIS HIGH	89	86	- 3
ALLAN JR.	85	85	same
BEDICHECK JR.	94	93	- 1
BURNET JR.	94	92	- 2
DOBIE JR.	93	90	- 3
FULMORE JR.	90	89	- 1
LAMAR JR.	93	93	same
MARTIN JR.	82	81	- 1
MURCHESON JR.	95	93	- 2
O. HENRY JR.	92	93	+ 1
PEARCE JR.	94	94	same
PORTER JR.	93	92	- 1
ALLISON ELEM.	91	90	- 1
ANDREWS ELEM.	96	95	- 1
BAKER ELEM.	94	93	- 1
BARRINGTON ELEM.	95	95	same
BARTON HILLS ELEM.	97	96	- 1
BECKER ELEM.	91	89	- 2
BLACKSHEAR ELEM.	93	91	- 2
BLANTON ELEM.	96	94	- 2
BRENTWOOD ELEM.	95	94	- 1
BROOKE ELEM.	92	91	- 1
BROWN ELEM.	95	94	- 1
BRYKER WOODS ELEM.	95	94	- 1
CAMPBELL ELEM.	93	92	- 1
CASIS ELEM.	95	94	- 1
CUNNINGHAM ELEM.	96	95	- 1
DAWSON ELEM.	94	93	- 1
DILL ELEM.	96	95	- 1
DOSS ELEM.	96	95	- 1
GOVALLE ELEM.	93	91	- 2
GRAHAM ELEM.	97	96	- 1
GULLETT ELEM.	95	95	same
HARRIS ELEM.	96	95	- 1
HIGHLAND PARK ELEM.	96	96	same
HILL ELEM.	96	96	same

110

TABLE D-2: (CONT'D) **AUSTIN PUBLIC SCHOOLS PERCENT OF AVERAGE DAILY ATTENDANCE BY SCHOOLS FOR 1973-1974 COMPARED WITH 1972-1973.**

SCHOOL (W/SP.ED.)	% ATTENDANCE 1972-73	% ATTENDANCE 1973-74	DIFFERENCE
JOSLIN ELEM.	95	93	- 2
LEE ELEM.	94	93	- 1
LINDER ELEM.	96	94	- 2
MANCHACA ELEM.	94	94	same
MAPLEWOOD ELEM.	95	94	- 1
MATHEWS ELEM.	93	93	same
METZ ELEM.	92	91	- 1
NORMAN ELEM.	96	96	same
OAK HILL ELEM.	94	94	same
OAK SPRINGS ELEM.	93	90	- 3
ODOM ELEM.	95	94	- 1
ORTEGA ELEM.	93	91	- 2
PALM ELEM.	88	89	+ 1
PEASE ELEM.	95	95	same
PECAN SPRINGS ELEM.	96	95	- 1
PILLOW ELEM.	97	95	- 2
PLEASANT HILL ELEM.	94	93	- 1
READ ELEM.	96	94	- 2
REILLY ELEM.	95	94	- 1
RIDGETOP ELEM.	95	94	- 1
ROSEDALE ELEM.	94	94	same
ROSEWOOD ELEM.	91	88	- 3
ST. ELMO	95	94	- 1
SIMS ELEM.	94	93	- 1
SUMMITT ELEM.	96	95	- 1
SUNSET VALLEY ELEM.	95	95	same
TRAVIS HEIGHTS ELEM.	95	91	- 4
W[illegible] CREEK ELEM.	94	93	- 1
WEBB ELEM.	92	93	+ 1
WINN ELEM.	96	95	- 1
WOOLDRIDGE ELEM.	96	94	- 2
WOOTEN ELEM.	95	94	- 1
ZAVALA ELEM.	93	92	- 1
ZILKER ELEM.	95	93	- 2
TOTAL	92	91	- 1

APPENDIX E

INSTRUMENT REPORT

PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE REPORT

Date/Period of Administration: October 1973 and April 1974

Population: 933 Third and Fourth Graders at Metz, Palm, Brooke, Ortega, Dawson, and Becker

Data collected by: Classroom Teacher

Data Collection Supervised by: Department of Student Development

INTRODUCTION

The Piers-Harris Self Concept Scale was administered in the fall of 1973 and the spring of 1974 to all third and fourth grade students in the Project Assist elementary schools (Metz and Palm), the general aide control elementary schools (Brooke and Ortega), and the no aide control elementary schools (Dawson and Becker).

Analyses were performed to ascertain whether there were significant changes in self concept from pre to post within each groups, and to determine whether there were significant differences in self concept between groups. The following discussion and tables present the findings of these analyses.

COMPARISON OF PROJECT ASSIST AND GENERAL AIDE CONTROL SCHOOLS

There was a significant loss on the total Piers-Harris scores of both Project Assist and general aide control third grade students (see Table E-1). However, there was no significant change from pre to post for fourth grade students for either groups.

There was no significant difference between Project Assist and general aide control third graders on total Pier-Harris scores on either pre or post measures (see Table E-2). However, there was a significant difference at the fourth grade level between the two groups on both pre and post measures in favor of the control fourth grade students.

COMPARISON OF PROJECT ASSIST AND NO AIDE CONTROL SCHOOLS

There was a significant loss on the total Piers-Harris scores of both Project Assist and no aide control third graders (see Table E-1). For fourth graders, no change was seen for Project Assist students, but a significant gain was made by no aide control students.

There was no significant difference between Project Assist and no aide control third graders on total Piers-Harris scores on either pre or post measures (see Table E-3). At the fourth grade level, there was a significant difference on the pre measure in favor of Project Assist students, but it had disappeared by the end of the year owing to the gains made by the no aide control students.

SUMMARY

At the third grade level, there were no differences between Project Assist students and either of the two control groups on either pre or post test measures of the Piers-Harris. Significant losses in self-concept were made by all three groups of third grade students.

At the fourth grade level, general aide students began the year with a significantly higher self concept than the Project Assist students, and maintained that edge throughout the year. The Project Assist fourth graders had a significantly higher self concept at the beginning of the year, but had lost that advantage by the end of the year due to a greater gain by the control group. No significant change in self concept was made by Project Assist or general aide control fourth graders. However, a significant gain was seen for the no aide control fourth graders.

Tables E-4 through E-13 give more detailed results on individual schools and grades than are found in Tables E-1 through E-3. Program and school personnel may find these latter tables beneficial.

Table E-1: SUMMARY OF SIGNIFICANT GAINS ON PIERS-HARRIS FROM FALL, '73 TO SPRING '74 IN PROJECT ASSIST SCHOOLS, GENERAL AIDE CONTROL SCHOOLS, AND NO-AIDE CONTROL SCHOOLS

THIRD GRADE

Piers-Harris Subscale	Palm	Metz	Palm & Metz	Brooke	Ortega	Brooke & Ortega	Dawson	Becker	Dawson & Becker
1. Behavior		-	-					-	-
2. Intellectual & School Status	-	-	-	-		-		-	-
3. Physical Appearance/ Attribute	-	-	-	-				-	-
4. Anxiety			+						
5. Popularity	-			-					
6. Happiness & Satisfaction									
7. Total	-	-	-	-		-		-	-

FOURTH GRADE

Piers-Harris Subscale	Palm	Metz	Palm & Metz	Brooke	Ortega	Brooke & Ortega	Dawson	Becker	Dawson & Becker
1. Behavior		-[1]	-					+	
2. Intellectual & School Status								+	+
3. Physical Appearance/ Attribute									
4. Anxiety		+[2]	+					+	+
5. Popularity			+						
6. Happiness & Satisfaction				-					+
7. Total								+	+

[1] - = Students scored significantly higher on this subscale on the posttest, than on the pretest.

[2] + = Students scored significantly lower on this subscale on the posttest, than on the pretest.

Table E-2 : SUMMARY OF COMPARISON OF 1973-74 PIERS-HARRIS RESULTS BETWEEN PROJECT ASSIST (METZ AND PALM) STUDENTS AND GENERAL AIDE CONTROL (BROOKE AND ORTEGA) STUDENTS

Piers-Harris Subscale	Fall 3rd Grade	Spring 3rd Grade	Fall 4th Grade	Spring 4th Grade
1. Behavior		*(Control)	*(Control)	*(Control)
2. Intellectual and School Status				*(Control)
3. Physical Appearance and Attributes			*(Control)	*(Control)
4. Anxiety		*(Experimental)[2]	*(Control)	
5. Popularity				
6. Happiness and Satisfaction				
7. Total			*(Control)	*(Control)

[1] *(Control) = there was a significant difference between the two groups favoring the control students.

[2] *(Experimental) = there was a significant difference between the two groups favoring the experimental Project Assist students.

Table E-3 : SUMMARY OF COMPARISON OF 1973-74 PIERS-HARRIS RESULTS BETWEEN PROJECT ASSIST (METZ AND PALM) STUDENTS AND NO AIDE CONTROL (BECKER AND DAWSON STUDENTS

Piers-Harris Subscale	Fall 3rd Grade	Spring 3rd Grade	Fall 4th Grade	Spring 4th Grade
1. Behavior			*(Experimental)	
2. Intellectual and School Status			*(Experimental)	
3. Physical Appearance and Attributes				
4. Anxiety	*(Experimental)	[1]*(Experimental)		
5. Popularity			*(Experimental)	*(Experimental)
6. Happiness and Satisfaction				
7. Total			*(Experimental)	

[1]*(Experimental)= there was a significant difference between the two groups favoring the experimental (Project Assist students).

TABLE E-4 : COMPARISON OF SPRING PIERS-HARRIS RESULTS FOR PROJECT ASSIST (METZ AND PALM) FOURTH GRADERS AND NO AIDE CONTROL (DAWSON AND BECKER) FOURTH GRADERS

Piers-Harris Subscale	Group	Mean	N	P
1. Behavior	Experimental	11.9483	174	.2764
	Control	11.4470	132	
2. Intellectual and School Status	Experimental	11.1322	174	.2088
	Control	10.5606	132	
3. Physical Appearance and Attributes	Experimental	6.2184	174	.8342
	Control	6.2955	132	
4. Anxiety	Experimental	8.2299	174	.1790
	Control	7.8258	132	
5. Popularity	Experimental	7.3103	174	.0043*
	Control	6.4242	132	
6. Happiness and Satisfaction	Experimental	6.4023	174	.5077
	Control	6.2424	132	
7. Total	Experimental	51.1552	174	.0873
	Control	48.4697	132	

* The difference between the two groups is statistically significant.

Table E-5: COMPARISON OF FALL AND SPRING 1976-77 PIERS-HARRIS RESULTS FOR PROJECT ASSIST, GENERAL AIDE CONTROL, AND NO AIDE CONTROL THIRD GRADERS.

Piers-Harris Subscale	Project Assist Schools								
	Palm N=86			Mets N=100			Palm and Mets N=186		
	Fall Mean	Spring Mean	P	Fall Mean	Spring Mean	P	Fall Mean	Spring Mean	P
1. Behavior	12.3896	11.9091	.1957	13.2135	12.3596	.0140*	12.8313	12.1506	.0075*
2. Intellectual & School Status	13.5455	12.3896	.0033*	12.9438	11.8539	.0007*	13.2229	12.1024	.0000*
3. Physical Appearance/ Attributes	8.7403	7.6364	.0010*	7.6517	6.8427	.0094*	8.1566	7.2108	.0001*
4. Anxiety	8.3117	8.7273	.1160	8.2022	8.5393	.1491	8.2530	8.6263	.0320*
5. Popularity	7.9740	7.1818	.0037*	7.2472	7.5056	.3003	7.5843	7.3554	.2132
6. Happiness & Satisfaction	6.1818	5.9481	.2719	6.4270	6.3146	.5749	6.3133	6.1446	.2394
7. Total	56.9351	53.4935	.0035*	56.0449	53.3933	.0123*	56.4578	53.4398	.0003*

Piers-Harris Subscale	General Aide Control Schools								
	Brooke N=71			Ortega N=67			Brooke and Ortega N=138		
	Fall Mean	Spring Mean	P	Fall Mean	Spring Mean	P	Fall Mean	Spring Mean	P
1. Behavior	13.5000	12.7581	.0474*	12.9333	13.3000	.4855	13.2243	13.0246	.5448
2. Intellectual & School Status	13.4677	12.0484	.0018*	13.0833	12.9000	.6884	13.2787	12.4672	.0104
3. Physical Appearance/ Attributes	7.8226	6.9032	.0110*	7.7000	7.5333	.6669	7.7623	7.2131	.0345
4. Anxiety	8.5161	8.2581	.3676	7.6667	7.6500	.9642	8.0984	7.9590	.5623
5. Popularity	7.4839	6.3387	.0013*	7.0833	7.5833	.1760	7.2869	6.9508	.1890
6. Happiness & Satisfaction	6.7258	6.3065	.1837	6.5000	6.4833	.9509	6.6148	6.3934	.2934
7. Total	57.0000	52.6774	.0018*	54.4833	54.6167	.9283	55.7623	53.6311	.0356*

Piers-Harris Subscale	No Aide Control Schools								
	Dawson N=41			Becker N=77			Dawson and Becker N=118		
	Fall Mean	Spring Mean	P	Fall Mean	Spring Mean	P	Fall Mean	Spring Mean	P
1. Behavior	12.1000	12.5750	.4742	13.5556	11.9365	.0019*	12.9903	12.1845	.0448*
2. Intellectual & School Status	12.3000	12.3000	1.0000	13.5079	10.8413	.0000*	13.0388	11.4078	.0002*
3. Physical Appearance/ Attributes	7.0000	7.6750	.7374	7.7773	6.7619	.0062*	7.7864	7.1165	.0228*
4. Anxiety	7.7500	7.7500	1.0000	8.0476	8.1429	.7616	7.9320	7.9903	.8105
5. Popularity	6.9500	7.0250	.6658	7.5714	6.9206	.0770	7.3301	6.9612	.1994
6. Happiness & Satisfaction	6.3250	6.2250	.7339	6.8413	6.4762	.1443	6.6408	6.3786	.1664
7. Total	52.3500	52.3250	.9866	50.6667	50.9688	.0007*	5[illegible].9004	51.951	.0055*

* The difference between fall and spring results is statistically significant.

TABLE E-6: COMPARISON OF FALL AND SPRING 1973-74 PIERS-HARRIS RESULTS FOR PROJECT ASSIST, GENERAL AIDE CONTROL, AND NO AIDE CONTROL FOURTH GRADERS

Piers-Harris Subscale	Project Assist Schools								
	Palm N=78			Metz N=116			Palm and Metz N=194		
	Fall Mean	Spring Mean	P	Fall Mean	Spring Mean	P	Fall Mean	Spring Mean	P
1. Behavior	12.3582	11.9851	.3935	12.7143	11.9143	.0497*	12.5756	11.9419	.0318*
2. Intellectual & School Status	12.5522	12.6119	.8860	10.8571	10.2000	.0590	11.5174	11.1395	.1633
3. Physical Appearance/ Attributes	6.7015	7.0746	.3384	6.0762	5.6952	.2470	6.3198	6.2326	.7291
4. Anxiety	8.2090	8.6119	.2166	7.4476	7.9810	.0499*	7.7442	8.2267	.0205*
5. Popularity	6.8955	7.4030	.0976	6.8952	7.2095	.1437	6.8953	7.2849	.0273*
6. Happiness & Satisfaction	6.0896	6.3134	.3538	6.2952	6.4476	.4493	6.2151	6.3953	.2354
7. Total	52.8806	53.7463	.5430	50.9524	49.4286	.1896	51.7035	51.1105	.5155

Piers-Harris Subscale	General Aide Control Schools								
	Brooks N=71			Ortega N=79			Brooks and Ortega N=150		
	Fall Mean	Spring Mean	P	Fall Mean	Spring Mean	P	Fall Mean	Spring Mean	P
1. Behavior	13.2667	13.1833	.8152	13.6216	13.3649	.5366	13.4627	13.2836	.5259
2. Intellectual & School Status	12.0667	11.6667	.3082	12.5405	12.3378	.5803	12.3284	12.0373	.2691
3. Physical Appearance/ Attributes	6.8833	6.7333	.6880	7.5000	7.2297	.3226	7.2239	7.0075	.3246
4. Anxiety	8.5000	8.5500	.8529	8.6216	8.9595	.2517	8.5672	8.7761	.3091
5. Popularity	7.2333	7.6500	.1203	7.3108	7.2162	.7400	7.2761	7.4104	.5061
6. Happiness & Satisfaction	7.0500	6.3167	.0055*	6.4459	6.7297	.2248	6.7164	6.5448	.3339
7. Total	55.4667	54.3333	.3188	55.3649	55.2432	.9065	55.4104	54.8358	.4681

Piers-Harris Subscale	No Aide Control Schools								
	Dawson N=24			Becker N=123			Dawson and Becker N=147		
	Fall Mean	Spring Mean	P	Fall Mean	Spring Mean	P	Fall Mean	Spring Mean	P
1. Behavior	12.1500	12.3000	.8741	10.5268	11.2946	.0387*	10.7727	11.4470	.0514
2. Intellectual & School Status	11.9500	12.0500	.8983	9.2946	10.2946	.0036*	9.6970	10.5606	.0060*
3. Physical Appearance/ Attributes	8.2000	6.9000	.0613	5.6607	6.1875	.0722	6.0455	6.2955	.3660
4. Anxiety	8.0500	7.7500	.6027	7.0089	7.8393	.0031*	7.1667	7.8258	.0084*
5. Popularity	7.8500	6.7500	.0722	6.0893	6.3661	.2888	6.3561	6.4242	.7742
6. Happiness & Satisfaction	6.6500	6.8000	.6982	5.6875	6.1429	.0537	5.8333	6.2424	.0489*
7. Total	54.0500	52.6500	.6005	44.4732	47.7232	.0048*	45.9242	48.4697	.0145*

* The difference between fall and spring results is statistically significant.

TABLE E-7: COMPARISON OF FALL PIERS-HARRIS RESULTS FOR PROJECT ASSIST (METZ AND PALM) THIRD GRADERS AND GENERAL AIDE CONTROL (BROOKE AND ORTEGA) THIRD GRADERS

Piers-Harris Subscale	Group	Mean	N	P
1. Behavior	Experimental	12.8811	185	.5127
	Control	13.1232	132	
2. Intellectual and School Status	Experimental	13.2541	185	.7809
	Control	13.1667	138	
3. Physical Appearance and Attributes	Experimental	8.2162	185	.1316
	Control	7.7754	138	
4. Anxiety	Experimental	8.3459	185	.2711
	Control	8.0652	138	
5. Popularity	Experimental	7.5459	185	.2576
	Control	7.2754	138	
6. Happiness and Satisfaction	Experimental	6.3514	185	.1881
	Control	6.6014	138	
7. Total	Experimental	56.6000	185	.4167
	Control	55.6449	138	

Table E-8: COMPARISON OF SPRING PIERS-HARRIS RESULTS FOR PROJECT ASSIST (METZ AND PALM) THIRD GRADERS AND GENERAL AIDE CONTROL (BROOKE AND ORTEGA) THIRD GRADERS

Piers-Harris Subscale	Group	Mean	N	P
1. Behavior	Experimental	12.1617	167	.0365*
	Control	13.0246	122	
2. Intellectual and School Status	Experimental	12.1078	167	.3994
	Control	12.4672	122	
3. Physical Appearance and Attributes	Experimental	7.2275	167	.9668
	Control	7.2131	122	
4. Anxiety	Experimental	8.6228	167	.0208*
	Control	7.9590	122	
5. Popularity	Experimental	7.3353	167	.1780
	Control	6.9508	122	
6. Happiness and Satisfaction	Experimental	6.1437	167	.2480
	Control	6.3934	122	
7. Total	Experimental	53.4431	167	.8891
	Control	53.6311	122	

* The difference between the two groups is statistically significant.

Table E-9: COMPARISON OF FALL PIERS-HARRIS RESULTS FOR PROJECT ASSIST (METZ AND PALM) THIRD GRADERS AND NO AIDE CONTROL (DAWSON AND BECKER THIRD GRADERS

Piers-Harris Subscale	Group	Mean	N	P
1. Behavior	Experimental	12.8811	185	.8415
	Control	12.8051	118	
2. Intellectual and School Status	Experimental	13.2541	185	.5366
	Control	13.0339	118	
3. Physical Appearance and Attributes	Experimental	8.2162	185	.1789
	Control	7.7966	118	
4. Anxiety	Experimental	8.3459	185	.0451*
	Control	7.8051	118	
5. Popularity	Experimental	7.5459	185	. 2972
	Control	7.2881	118	
6. Happiness and Satisfaction	Experimental	6.3514	185	.2678
	Control	6.5678	118	
7. Total	Experimental	56.6000	185	.0923
	Control	54.5424	118	

* The difference between the two groups is statistically significant.

Table E-10: COMPARISON OF SPRING PIERS-HARRIS RESULTS FOR PROJECT ASSIST (METZ AND PALM THIRD) GRADERS AND NO AIDE CONTROL (DAWSON AND BECKER THIRD GRADERS

Piers-Harris Subscale	Group	Mean	N	P
1. Behavior	Experimental	12.1617	167	.9613
	Control	12.1845	103	
2. Intellectual and School Status	Experimental	12.1078	167	.1200
	Control	11.4078	103	
3. Physical Appearance and Attributes	Experimental	7.2275	167	.7674
	Control	7.1165	103	
4. Anxiety	Experimental	8.6228	167	.0378*
	Control	7.9903	103	
5. Popularity	Experimental	7.3353	167	.2065
	Control	6.9612	103	
6. Happiness and Satisfaction	Experimental	6.1437	167	.2960
	Control	6.3786	103	
7. Total	Experimental	53.4431	167	.2150
	Control	51.4951	103	

* The difference between the two groups is statistically significant.

Table E-11: COMPARISON OF FALL PIERS-HARRIS RESULTS FOR PROJECT ASSIST (METZ AND PALM) FOURTH GRADERS AND GENERAL AIDE CONTROL (BROOKE AND ORTEGA) FOURTH GRADERS

Piers-Harris Subscale	Group	Mean	N	P
1. Behavior	Experimental	12.4842	190	.0278*
	Control	13.3133	150	
2. Intellectual and School Status	Experimental	11.5421	190	.1538
	Control	12.1533	150	
3. Physical Appearance and Attributes	Experimental	6.3632	190	.0213*
	Control	7.1467	150	
4. Anxiety	Experimental	7.6737	190	.0037*
	Control	8.4933	150	
5. Popularity	Experimental	6.8526	190	.1760
	Control	7.2267	150	
6. Happiness and Satisfaction	Experimental	6.1579	190	.0546
	Control	6.5733	150	
7. Total	Experimental	51.4842	190	.0168 *
	Control	54.7400	150	

*The difference between the two groups is statistically significant.

Table E-12: COMPARISON OF SPRING PIERS-HARRIS RESULTS FOR PROJECT ASSIST (METZ AND PALM) FOURTH GRADERS AND GENERAL AIDE CONTROL (BROOKE AND ORTEGA) FOURTH GRADERS

Piers-Harris Subscale	Group	Mean	N	P
1. Behavior	Experimental	11.9483	174	.0031*
	Control	13.2836	134	
2. Intellectual and School Status	Experimental	11.1322	174	.0405*
	Control	12.0373	134	
3. Physical Appearance and Attributes	Experimental	6.2184	174	.0415*
	Control	7.0075	134	
4. Anxiety	Experimental	8.2299	174	.0590
	Control	8.7761	134	
5. Popularity	Experimental	7.3103	174	.7387
	Control	7.4104	134	
6. Happiness and Satisfaction	Experimental	6.4023	174	.5608
	Control	6.5448	134	
7. Total	Experimental	51.1552	174	.0198*
	Control	54.8358	134	

*The difference between the two groups is statistically significant.

Table E-13: COMPARISON OF FALL PIERS-HARRIS RESULTS FOR PROJECT ASSIST (METZ AND PALM) FOURTH GRADERS AND NO AIDE CONTROL (DAWSON AND BECKER FOURTH GRADERS

Piers-Harris Subscale	Group	Mean	N	P
1. Behavior	Experimental	12.4842	190	.0002*
	Control	10.8095	147	
2. Intellectual and School Status	Experimental	11.5421	190	.0001*
	Control	9.8095	147	
3. Physical Appearance and Attributes	Experimental	6.3632	190	.5170
	Control	6.1429	147	
4. Anxiety	Experimental	7.6737	190	.0795
	Control	7.1701	147	
5. Popularity	Experimental	6.8526	190	.0431*
	Control	6.3129	147	
6. Happiness and Satisfaction	Experimental	6.1579	190	.1239
	Control	5.8163	147	
7. Total	Experimental	51.4842	190	.0003*
	Control	46.0544	147	

* The difference between the two groups is statistically significant.

ADMINISTRATION AND DESCRIPTION OF PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE

The test was administered in November 1973 and April 1974 to children in all classes of grades three-five at the experimental and control elementary schools. It was administered by classroom teachers in their respective rooms.

The test manual describes the instrument as follows:

> The Piers-Harris Children's Self-Concept Scale is also called "The Way I Feel About Myself." It is composed of simple declarative statements, e.g. "I am a happy person" and at least half were negative in content, e.g. "I behave badly at home." Children were asked whether they liked or disliked themselves in the following categories: Behavior, Intellectual and School Status, Physical Appearance and Attributes, Anxiety, Popularity, and Happiness and Satisfaction.[1]

The instrument was developed by Ellen V. Piers and Dale B. Harris and it is standardized. Copies of the instrument are on file in the A.I.S.D. Office of Evaluation.

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[1] Excerpt from: Piers, Ellen V. Manual for The Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself). Counselor Recordings and Tests: Nashville, Tennessee. 1969.

APPENDIX F

INSTRUMENT REPORT

ELEMENTARY READING ATTITUDINAL TEST REPORT

Date/Period of Administration: Late Spring, 1974

Population: 763 Students in Grades K-5 at Palm, Metz, Brooke, Ortega, Becker and Dawson Schools

Data Collected By: Classroom Teachers, Counselors, University of Texas Students, and Office of Evaluation Staff

Data Collection Supervised by: Office of Evaluation

INTRODUCTION

The elementary Reading Attitudinal Test was administered to one class from each grade level (K-5) at each of the six elementary experimental and control schools in late spring of the first project year. A more detailed narrative of the administration and description of the instrument is found at the end of this appendix.

Tests were scored and means for each grade level at each school were computed on the four subscales and the total score. Statistical comparisons between the experimental group and each of the two control groups by means of a simple t-test, and significance levels were computed. All these statistics appear in the two tables attached to this appendix. The following sections discuss these results.

EXPERIMENTAL VERSUS GENERAL AIDE CONTROL GROUP

Of the 35 comparisons made between Metz and Palm versus Brooke and Ortega, only two were found to be significant (see Table F-1). There was no significant difference on total scores between the two groups at any grade level or between the total populations of the two groups.

EXPERIMENTAL VERSUS NO AIDE CONTROL GROUP

Metz an Palm first graders had a significantly more positive attitude toward reading than did Becker and Dawson first graders as measured by this instrument. No significant difference was found at any of the other grades, although the difference at fourth grade was close to the significant level in favor of Metz and Palm. When the toal populations of the two groups were compared, the difference (in favor of Metz and Palm) was almost significant ($p = .0575$) (see Table F-2).

SUMMARY

At the end of the first project year, there appeared to be no significant difference between the experimental and general aide control group on attitude toward reading. However, the difference between the experimental and no aide control schools in favor of the experimental group was very nearly significant.

Table F-1: COMPARISON OF ELEMENTARY READING ATTITUDINAL TEST RESULTS BETWEEN PROJECT ASSIST AND GENERAL AIDE CONTROL STUDENTS

E.A.T Subscale	Schools and Grades	Mean	N	P
School Classtime Activities	Metz and Palm K	3.08	37	.5261
	Brooke and Ortega K	2.90	41	
	Metz and Palm 1	3.15	39	.6472
	Brooke and Ortega 1	3.30	37	
	Metz and Palm 2	3.28	46	.9106
	Brooke and Ortega 2	3.31	45	
	Metz and Palm 3	3.12	42	.3059
	Brooke and Ortega 3	2.83	35	
	Metz and Palm 4	3.00	41	.3939
	Brooke and Ortega 4	2.70	40	
	Metz and Palm 5	3.47	43	.2355
	Brooke and Ortega 5	3.12	42	
	Metz and Palm K-5	3.19	248	.1922
	Brooke and Ortega K-5	3.03	240	
School Free time Activities	Metz and Palm K	1.32	37	.8817
	Brooke and Ortega K	1.29	41	
	Metz and Palm 1	1.74	39	.8485
	Brooke and Ortega 1	1.70	37	
	Metz and Palm 2	.87	46	.0298*
	Brooke and Ortega 2	1.31	45	
	Metz and Palm 3	.38	42	.0032*
	Brooke and Ortega 3	1.00	35	
	Metz and Palm 4	.85	41	.6616
	Brooke and Ortega 4	.75	40	
	Metz and Palm 5	.63	43	.3443
	Brooke and Ortega 5	.48	42	
	Metz and Palm K-5	.95	248	.1363
	Brooke and Ortega K-5	1.08	240	

*The difference between the two groups is statistically significant.

Table F-1 Continued:

R.A.T Subscale	Schools and Grades		Mean	N	P
After School Activities	Metz and Palm Brooke and Ortega	K K	1.54 1.46	37 41	.7505
	Metz and Palm Brooke and Ortega	1 1	1.95 1.51	39 37	.0810
	Metz and Palm Brooke and Ortega	2 2	.91 1.11	46 45	.3740
	Metz and Palm Brooke and Ortega	3 3	.57 .94	42 35	.0983
	Metz and Palm Brooke and Ortega	4 4	1.22 1.03	41 40	.4903
	Metz and Palm Brooke and Ortega	5 5	1.37 1.10	43 42	.1256
	Metz and Palm Brooke and Ortega	K-5 K-5	1.24 1.19	248 240	.6186
Before Bedtime Activities	Metz and Palm Brooke and Ortega	K K	1.22 1.37	37 41	.6427
	Metz and Palm Brooke and Ortega	1 1	1.72 1.49	39 37	.2701
	Metz and Palm Brooke and Ortega	2 2	1.11 1.18	46 45	.7538
	Metz and Palm Brooke and Ortega	3 3	.88 1.14	42 35	.2539
	Metz and Palm Brooke and Ortega	4 4	1.17 1.00	41 40	.5158
	Metz and Palm Brooke and Ortega	5 5	1.51 1.33	43 42	.3385
	Metz and Palm Brooke and Ortega	K-5 K-5	1.26 1.24	248 240	.8175

Table F-1 Continued:

R.A.T. Subscale	School and Grades	Mean	N	P
Total Score	Metz and Palm K	7.16	37	.7769
	Brooke and Ortega K	6.98	41	
	Metz and Palm 1	8.56	39	.3697
	Brooke and Ortega 1	8.00	37	
	Metz and Palm 2	6.17	46	.1930
	Brooke and Ortega 2	6.91	45	
	Metz and Palm 3	4.95	42	.1130
	Brooke and Ortega 3	5.91	35	
	Metz and Palm 4	6.24	41	.3546
	Brooke and Ortega 4	5.48	40	
	Metz and Palm 5	6.98	43	.0656
	Brooke and Ortega 5	6.02	42	
	Metz and Palm K-5	6.64	248	.7373
	Brooke and Ortega K-5	6.55	240	

Table F-2: COMPARISON OF ELEMENTARY READING ATTITUDINAL TEST RESULTS BETWEEN PROJECT ASSIST AND NO AIDE CONTROL STUDENTS

R.A.T. Subscale	Group		Mean	N	P
School Classtime Activities	Metz and Palm Becker and Dawson	K K	3.08 2.88	37 43	.3758
	Metz and Palm Becker and Dawson	1 1	3.15 3.11	39 47	.8452
	Metz and Palm Becker and Dawson	2 2	3.28 2.81	46 54	.0604
	Metz and Palm Becker and Dawson	3 3	3.12 2.92	42 48	.4808
	Metz and Palm Becker and Dawson	4 4	3.00 2.33	41 39	.0978
	Metz and Palm Becker and Dawson	5 5	3.47 3.57	43 42	.6975
	Metz and Palm Becker and Dawson	K-5 K-5	3.19 2.93	248 273	.0304*
School Free time Activities	Metz and Palm Becker and Dawson	K K	1.32 1.05	37 43	.1294
	Metz and Palm Becker and Dawson	1 1	1.74 1.13	39 47	.0037*
	Metz and Palm Becker and Dawson	2 2	.87 1.06	46 54	.3538
	Metz and Palm Becker and Dawson	3 3	.38 .54	42 48	.2722
	Metz and Palm Becker and Dawson	4 4	.85 .38	41 39	.020[illegible]*
	Metz and Palm Becker and Dawson	5 5	.63 .62	43 42	.9601
	Metz and Palm Becker and Dawson	K-5 K-5	.95 .81	248 273	.0986

* The difference between the two groups is statistically significant.

Table F-2 Continued;

R.A.T. Subscale	Group		Mean	N	P
After School Activities	Metz and Palm Becker and Dawson	K K	1.54 1.46	37 43	.5587
	Metz and Palm Becker and Dawson	1 1	1.35 1.06	37 47	.0003*
	Metz and Palm Becker and Dawson	2 2	.91 1.26	46 54	.0838
	Metz and Palm Becker and Dawson	3 3	.57 .98	42 48	.0449*
	Metz and Palm Becker and Dawson	4 4	1.22 .77	41 39	.0959
	Metz and Palm Becker and Dawson	5 5	.85 1.29	43 42	.3492
Before Bedtime Activities	Metz and Palm Becker and Dawson	K-5 K-5	1.24 1.18	248 273	.5270
	Metz and Palm Becker and Dawson	K K	1.22 1.19	37 43	.8649
	Metz and Palm Becker and Dawson	1 1	1.72 1.38	39 47	.0924
	Metz and Palm Becker and Dawson	2 2	1.11 1.46	46 54	.0767
	Metz and Palm Becker and Dawson	3 3	.88 1.02	42 48	.4833
	Metz and Palm Becker and Dawson	4 4	1.17 .82	41 39	.1487
	Metz and Palm Becker and Dawson	5 5	1.51 1.50	43 42	.9514
	Metz and Palm Becker and Dawson	K-5 K-5	1.26 1.24	248 273	.8067

*The difference between the two groups is statistically significant.

Table F-2 Continued:

R.A.T. Subscale	Group	Mean	N	P
Total	Metz and Palm K	7.16	37	.2132
	Becker and Dawson K	6.47	43	
	Metz and Palm 1	8.56	39	.0009*
	Becker and Dawson 1	6.68	47	
	Metz and Palm 2	6.17	46	.4121
	Becker and Dawson 2	6.59	54	
	Metz and Palm 3	4.95	42	.3118
	Becker and Dawson 3	5.45	48	
	Metz and Palm 4	6.24	41	.0637
	Becker and Dawson 4	4.30	39	
	Metz and Palm 5	6.98	43	.6293
	Becker and Dawson 5	7.29	42	
	Metz and Palm K-5	6.64	248	.0575
	Becker and Dawson K-5	6.17	273	

*The difference between the two groups is statistically significant.

ADMINISTRATION AND DESCRIPTION OF THE READING ATTITUDE TEST FOR ELEMENTARY STUDENTS.

For the administration of this test, one class was selected from each grade level of the elementary experimental and control schools, including Kindergarten. Administration usually took place in school classrooms. Classes were selected from a list of teachers names using a table of random numbers. Each teacher received a cover letter and directions on each test question. The test was given only on a post test basis only. In most cases the teachers administered the test, but at one experimental school it was given by the counselor, and at two no-aide control schools the test was given by college students and observers from another program.

The test is a set of 32 paired pictures which covers four portions of a beginning reader's day and includes activities that are representative of academic and free time tasks at school, as well as common after-school and pre-bedtime activities. Each page shows children engaged in two different activities, and the child must only mark the activity that he prefers. There is a separate form for boys and girls.

Drs. Sam Weintraub of Indiana University and Nancy Roser of the University of Texas were co-authors of the test. Extensive field testing for standardization was conducted in at least three sites: Houston, San Antonio, and in Indiana.

Copies of this instrument are on file in the Office of Evaluation.

APPENDIX G

INSTRUMENT REPORT

SECONDARY READING ATTITUDINAL TEST REPORT

Date/Period of Administration:	Late Spring, 1974
Population:	741 Sixth, Seventh, and Eighth Graders at Martin, Allan, Travis Heights, and Fulmore Schools
Data Collected By:	Classroom Teachers and Evaluation Staff
Data Collection Supervised By:	Office of Evaluation

INTRODUCTION

The Secondary Reading Attitudinal Test was given in late spring of the first project year to four classes per grade level at each of the secondary experimental and control schools (grades 6, 7, 8) to a total of 36 classes in order to measure student attitude toward reading. A more detailed narrative of the administration and description of this instrument is found at the end of this appendix.

Tests were scored and means for each school and for each grade level at each school were computed on the three subscales and the total score. Statistical comparisons between the experimental group and each of the two control groups were made by means of a simple t-test, and significance levels were computed. All these statistics appear in the two tables attached to this appendix. The following sections discuss these results.

EXPERIMENTAL VERSUS GENERAL AIDE CONTROL SCHOOL

The general aide control sixth graders (Allan) had a significantly higher attitude toward reading as measured by this instrument than the experimental sixth graders (Martin). There was no significant difference between Martin and Allan seventh graders or eighth graders. When the total populations of the two schools were compared, no significant difference in attitude toward reading was found (see Table G-1).

EXPERIMENTAL VERSUS NO AIDE CONTROL SCHOOLS

There was no significant difference in attitude toward reading between the experimental sixth graders (Martin) and the no aide control sixth graders (Travis Heights). However, the difference between Martin and Fulmore seventh graders was almost significant, in favor of the Fulmore students, and the Fulmore eighth graders did score significantly higher than the Martin eighth graders on this measure. When the total populations of the two groups were compared (Martin versus Travis Heights and Fulmore), the controlgroup was found to have a significantly higher attitude toward reading.

SUMMARY

It appears that, generally speaking, there was no difference in attitude toward reading between the experimental and general aide control schools at the end of the first project year on this measure. However, the no aide control students scored significantly higher on the same administration of an attitude toward reading instrument than did the experimental students.

Table G-1: **COMPARISON OF READING ATTITUDINAL TEST RESULTS BETWEEN MARTIN PROJECT ASSIST AND ALLAN GENERAL AIDE CONTROL STUDENTS**

R.A.T. Subscale	School and Grade	Mean	N	P
At School Activities	Martin 6	1.96	73	.0006*
	Allan 6	2.76	105	
	Martin 7	2.58	69	.3546
	Allan 7	2.87	54	
	Martin 8	2.69	58	.0888
	Allan 8	2.23	80	
	Martin 6.7.8	2.39	200	.1416
	Allan 6,7,8	2.61	239	
After School Activities	Martin 6	.44	73	.7892
	Allan 6	.47	105	
	Martin 7	.39	69	.7922
	Allan 7	.43	54	
	Martin 8	.22	58	.5623
	Allan 8	.29	80	
	Martin 6,7,8	.36	200	.5793
	Allan 6,7,8	.40	239	
Before Bedtime Activities	Martin 6	.99	73	.8709
	Allan 6	1.02	105	
	Martin 7	.78	69	.3643
	Allan 7	.98	54	
	Martin 8	.71	58	.7698
	Allan 8	.76	80	
	Martin 6,7,8	.84	200	.4609
	Allan 6,7,8	.92	239	
Total	Martin 6	3.38	73	.0213*
	Allan 6	4.25	105	
	Martin 7	3.75	69	.2333
	Allan 7	4.28	54	
	Martin 8	3.62	58	.3666
	Allan 8	3.28	50	
	Martin 6,7,8	3.58	200	.1239
	Allan 6,7,8	3.93	239	

* The differences between the two groups is statistically significant.

Table G-2: **COMPARISON OF SECONDARY READING ATTITUDINAL TEST RESULTS BETWEEN PROJECT ASSIST AND NO AIDE CONTROL STUDENTS**

R.A.T. Subscale	School and Grade	Mean	N	P
At School Activities	Martin 6	1.96	73	.6013
	Travis Heights 6	2.08	100	
	Martin 7	2.58	69	.9242
	Fulmore 7	2.56	104	
	Martin 8	2.69	58	.0449*
	Fulmore 8	2.75	98	
	Martin 6,7,8	2.39	200	.6020
	Travis Heights 6 and Fulmore 7,8	2.46	302	
After School Activities	Martin 6	.44	73	.3904
	Travis Heights 6	.54	100	
	Martin 7	.39	69	.0180*
	Fulmore 7	.70	104	
	Martin 8	.22	58	.0120*
	Fulmore 8	.53	98	
	Martin 6,7,8	.36	200	.0016*
	Travis Heights 6 and Fulmore 7,8	.59	302	
Before Bedtime Activities	Martin 6	.99	73	.7340
	Travis Heights 6	.77	100	
	Martin 7	.78	69	.0163*
	Fulmore 7	1.31	104	
	Martin 8	.71	58	.0125*
	Fulmore 8	1.28	98	
	Martin 6,7,8	.84	200	.0184*
	Travis Heights 6 and Fulmore 7,8	1.12	302	
Total	Martin 6	3.38	73	.9807
	Travis Heights 6	3.39	100	
	Martin 7	3.76	69	.0521
	Fulmore 7	4.57	104	
	Martin 8	3.62	58	.0193*
	Fulmore 8	4.55	98	
	Martin 6,7,8	3.58	200	.0108*
	Travis Heights 6 and Fulmore 7,8	4.17	302	

ADMINISTRATION AND DESCRIPTION OF SECONDARY READING ATTITUDINAL TEST (R.A.T.)

The secondary Reading Attitudinal Test (R.A.T.) was administered to four classes per grade level at each of the secondary experimental and control schools to a total of 36 classes. In three of the four schools tested, homogeneous class grouping by achievement was the norm; at each grade level at those three schools the test was administered to one "low" class, two "average" classes, and one "high" class. In the fourth school, class grouping was heterogeneous, and the test was administered to four randomly selected classes. The test was administered in early May 1974, on a post-test-only basis by classroom teachers, except, once again, at the fourth school where the project evaluator administered the tests.

At the three schools where classroom teachers administered the tests, the teachers were prepared for this by verbal instructions from the project evaluator through a contact reading teacher on each campus.

Admittedly scores in the fourth school (a no-aide control school) could have been affected because of its uniqueness on both the class grouping variable and the test administrator variable. In those three schools where homogeneous class grouping was in effect, another possible problem concerns the two forms of the test: Form A of the test was always given to the "low" class in each grade level, and Form B was always given to the "high" class. To the extent that the items on Forms A and B are not equivalent, and to the extent that low-achieving and high-achieving students would react to the items on these two forms differently, some intraschool between class comparisons might be affected. This situation, however, if true, would not affect any interschool comparisons of similar groups.

The instrument is a forced-choice test. Form A contains 28 items and Form B contains 27 items. In each form fourteen items contrast a reading activity with a non-reading activity. The test is divided into three sections: school activities, after-school activities, and before-bedtime activities. The rationale for the instrument is that the more times a person selects a reading activity over a non-reading activity, the higher that person's "attitude toward reading" is. The instrument was developed by project evaluation staff. The test has not been standardized as of this writing. Neither has its validity or reliability been determined. Work in this area is planned for the summer of 1974. Copies of the two forms of this instrument are attached to this report.

SCHOOL________________________________ FORM A

GRADE____________________ BOY________ GIRL________

PLEASE UNDERLINE THE ACTIVITY YOU WOULD RATHER DO:

DURING SCHOOL, WOULD YOU RATHER . . .

1. read with a friend or do math
2. do math or go to reading class?
3. do math or go to gym?
4. read with a friend or write a story?
5. write a story or read alone?
6. do a science experiment or write a story?
7. do a science experiment or read alone?
8. do math or do a science experiment?
9. do math or write a story?
10. do a science experiment or go to reading class?
11. read alone or go to reading class?

IN THE AFTERNOON AFTER SCHOOL, WOULD YOU RATHER . . .

12. talk to a friend or play a game?
13. read a book or read a magazine?
14. play a game or have a snack?
15. listen to music or read a book?
16. go to a park or go to a library?
17. play a game or listen to music?
18. play a game or watch T.V.?
19. read a book or talk to a friend?
20. have a snack or listen to music?

(PLEASE TURN OVER)

IN THE EVENING BEFORE BEDTIME, WOULD YOU RATHER . . .

21. talk on the phone or read a magazine?

22. listen to music or talk on the phone?

23. talk on the phone or read a book?

24. read a book or read a magazine?

25. play a game or read a magazine?

26. read a book or watch T.V.?

27. play a game or watch T.V.?

28. listen to music or read a book?

PLEASE CHECK THE ANSWERS BELOW THAT BEST DESCRIBE HOW YOU FEEL:

29. Which of the following statements sounds most like you?

☐ I hate to read.
☐ I don't really like to read.
☐ It makes no difference whether I read or not.
☐ I kind of like to read.
☐ I love to read.

30. Would you spend your own money to buy a magazine?

☐ Yes
☐ No
☐ Undecided

31. Would you spend your own money to buy a magazine?

☐ Yes
☐ No
☐ Undecided

32. If you were waiting for a bus by yourself and had a book with you, would you read it until the bus came?

☐ Yes
☐ No
☐ Undecided

144

SCHOOL________________________ FORM B

GRADE______________ BOY_____ GIRL________

PLEASE UNDERLINE THE ACTIVITY YOU WOULD RATHER DO:

DURING SCHOOL, WOULD YOU RATHER . . .

1. go to gym or write a story?
2. read with a friend or read alone?
3. write a story or go to reading class?
4. go to reading class or go to gym?
5. read alone or go to gym?
6. do a science experiment or read with a friend?
7. read with a friend or go to reading class?
8. go to gym or do a science experiment?
9. do math alone or read alone?
10. read with a friend or go to gym?

IN THE AFTERNOON AFTER SCHOOL, WOULD YOU RATHER . . .

11. watch T.V. or have a snack?
12. play a game or read a book?
13. read a book or watch T.V.?
14. watch T.V. or talk to a friend?
15. go shopping or go to a park?
16. go to a library or go shopping?
17. watch T.V. or listen to music?
18. talk to a friend or have a snack?
19. listen to music or talk to a friend?

(Please turn over)

IN THE EVENING BEFORE BEDTIME, WOULD YOU RATHER . . .

20. read a magazine or listen to music?

21. play a game or talk on the phone?

22. watch T.V. or talk on the phone?

23. listen to music or read a magazine?

24. read a book or play a game?

25. watch T.V. or listen to music?

26. play a game or read a magazine?

27. listen to music or read a book?

PLEASE CHECK THE ANSWERS BELOW THAT BEST DESCRIBE HOW YOU FEEL:

28. Which of the following statements sounds most like you?

☐ I hate to read.
☐ I don't really like to read.
☐ It makes no difference whether I read or not.
☐ I kind of like to read.
☐ I love to read.

29. Would you spend your own money to buy a paperback book?

☐ Yes
☐ No
☐ Undecided

30. Would you spend your own money to buy a magazine?

☐ Yes
☐ No
☐ Undecided

31. If you were waiting for a bus by yourself and had a book with you, would you read it until the bus came?

☐ Yes
☐ No
☐ Undecided

APPENDIX H

INSTRUMENT REPORT

AIDE OBSERVATION GUIDE REPORT

Date/Period of Administration: January - May, 1974

Population: 42 Classroom Aides at Palm, Metz, Martin, Brooke, Ortega, and Allan

Data Collected by: Project Assist Classroom Observers

Data Collection Supervised by: Office of Evaluation

INTRODUCTION

The Aide Observation Guide (A.O.G.) was devised as a form to be used by classroom observers in reporting their observations of Project Assist aides and untrained general control aides on certain aide activities and aspects of the classroom environment in which they worked. The primary purpose of these observations was to document the ways in which Project Assist aides and general control aides spent their time, and the activities in which they were involved and the strategies they use. At the end of this appendix is a more complete narrative on the administration and description of this instrument.

The A.O.G. was composed of four main subscales. All items on the four subscales were rated by observers on a 5-point Likert-type scale from "Never Observed" (1) to "Always Observed" (5). The four A.O.G. subscales are described briefly below:

1. Aide Instructional Activities Subscale

   These eleven items describe various instructional activities in which instructional aides might be involved, e.g., "drills students in word and sentence structures."

2. Aide Instructional Strategies Subscale

   The nine items in this subscale describe instructional strategies an aide might use during instruction, e.g., "asks questions students readily understand."

3. Aide Non-instructional Activities Subscale

   The twelve items on this subscale describe the various ways in which an aide could be employed in a non-instructional capacity, e.g., "makes display materials."

4. Classroom Environment Subscale

   The five items on this subscale center not only on the aide but on the teacher and students as well, and describe the relationships observable among these classroom personnel, as well as observable student interest in instruction.

In addition to the above four subscales, the following information is also available from individual items on the A.O.G.:

Where the aide was observed
Number of children aide worked with
Percent of time aide worked on instructional tasks
Percent of time aide worked on non-instructional tasks
Percent of time aide worked on reading tasks
Number of adults instructing in the classroom.

There are additional A.O.G. items which measure the variety of materials present in the room and their use by students, aides, teachers.

DATA ANALYSIS

Several comparisons were possible on any of the aforementioned subscales and items:

Between Project Assist schools (Metz, Palm and Martin) and general aide control schools (Brooke, Ortega, and Allan).

Between secondary experimental (Martin) and secondary general aide control (Allan) schools.

Between elementary experimental (Metz and Palm) and elementary general aide control (Brooke and Ortega) schools.

These comparisons were made, as well as other smaller-scale comparisons which were suggested by the data.

A simple t-test was used for comparing the two groups. When assessing the significance of differences among several groups, F-tests were computed. Only means, N's, and probability levels are included in the following tables. However, other central tendency measures are available on file in the AISD Office of Evaluation.

Results of these analyses are shown in the tables attached to this appendix and in the following discussion.

COMPARISON OF ELEMENTARY EXPERIMENTAL SCHOOLS AND ELEMENTARY GENERAL AIDE CONTROL SCHOOLS

The Project Assist aides in the elementary experimental schools were rated significantly higher as a group than the aides in general aide control schools on two A.O.G. subscales: Aide Instructional Activities and Aide Instructional Strategies (see Table H-1). This means that elementary Project Assist aides as a group were involved in significantly more instructional activities and used significantly more instructional strategies than did the general classroom aides at Brooke and Ortega as a group.

It is of interest that Metz and Brooke did not differ significantly on these two scales, however. Nor did they differ on the percent of time aides spent on instructional and non-instructional tasks (see Table H-2). Except for a higher-rated classroom environment, Brooke was no different from an experimental school on the process criteria as measured by the Aide Observation Guide.

There was no significant difference observed between Project Assist aides and general classroom aides on the Aide Non-instructional Activities Subscale (see Table H-1). This implies that as a group, elementary Project Assist aides spent as much time in non-instructional activities throughout the day as did the general classroom aides, even though the Project Assist aides were involved in significantly more instructional activities.

On the Classroom Environment Subscale, however, the general aide control schools (Brooke and Ortega) rated significantly higher than did the Project Assist experimental schools (Metz and Palm) (see Table H-1). Additional analyses were conducted to further examine this difference. The Classroom Environment Subscale contains ratings on the observability of the following five items:

Mutual respect among students.
Mutual respect between teacher and aide.
Mutual respect between aide and students.
Mutual respect between teacher and students.
Student interest in instruction.

Comparisons between the Project Assist schools and general aide schools on each of these items revealed significant differences in favor of the control schools on three items: mutual respect among students, mutual respect between teacher and aide, and mutual respect between teacher and students (see Table H-1). It appears from these observations that the above three qualities are significantly higher at Brooke and Ortega than at Metz and Palm. It is probably not appropriate at this point to discuss the factors contributing to this classroom environment difference. It is not certain whether this difference is a function of some other variable(s) than Project Assist. However, this difference in classroom environment should be remembered when examining the data relating to outcome objectives for these two groups.

Another significant difference found between the two groups of elementary schools involved the number of adults instructing in the classroom. Brooke and Ortega averaged 0.37 more adults instructing per classroom than was found at Metz and Palm (see Table H-1). When one looks at the school averages on this item (Table H-9), one finds that Brooke (a general aide control school) had an average of 11.29 more adults instructing in classrooms at any given time of the day than did the Project Assist schools as a group. Ortega (the other control school) had an average of 2.78 more adults instructing in the classroom at any given time than did the Project Assist schools. This difference is undoubtedly due to two University of Texas-based reading projects operating at Brooke and Ortega. The project at Brooke was headed by Dr. Frank Guszak and provided as many as 80 part-time University of Texas students per semester to tutor and otherwise instruct students in reading. Dr. Nancy Roser headed another reading training program for undergraduate students at Ortega which involved fewer students who worked less extensively in the classroom than did the university students in the Brooke program. Neither of these two programs was in existence at the time of the designation of Brooke and Ortega as control schools, nor was it anticipated that the two programs would be placed there.

When the two experimental and control groups were compared on the presence and use of educational materials in their classrooms (see Table H-3), the following significant differences were found:

- Significantly more audiovisual equipment and materials were present in experimental classrooms.
- Significantly more instructional aids like flashcards, reading games, puzzles, teacher and aide-made instructional materials were present in experimental classrooms.
- Significantly more student stories and books were used by students and aides in experimental classrooms.
- Significantly more student art was used by teachers in experimental classrooms.

COMPARISON OF SECONDARY EXPERIMENTAL JUNIOR HIGH AND SECONDARY GENERAL AIDE CONTROL SCHOOL

Martin was rated significantly higher than Allan on all four A.O.G. subscales beyond the .001 level of probability (see Table H-4). This means that the Martin aides were involved in significantly more instructional activities, used significantly more instructional strategies, and performed significantly fewer non-instructional activities than did the aides at Allan Junior High. In addition, the classroom environments in which Martin aides worked were rated significantly higher than were the classroom environments in which Allan aides worked (see Table H-4).

Observations also revealed a significant difference in favor of Martin for percent of time aides spent on instructional tasks and for percent of time aides spent on reading activities. Allan aides spent a significantly greater amount of time on non-instructional tasks (see Table H-4).

COMPARISON OF ALL EXPERIMENTAL SCHOOLS WITH ALL GENERAL AIDE CONTROL SCHOOLS

The aides in the experimental and control schools did not differ significantly on the number of children they worked with (see Table H-5). The two groups did differ significantly in favor of the experimental group on: (1) percent of time aides spent on instructional tasks, and (2) percent of time aide spent on reading activities. The control group aides rated significantly higher on percent of time aide spent on non-instructional tasks.

Corresponding differences were found on the A.O.G. subscales. Project Assist aides were rated significantly higher on the Aide Instructional Activities Subscale and on the Aide Instructional Strategies Subscale Control general aides were rated significantly higher on the Non-instructional Activities Subscale. When comparing all the experimental classrooms and all the general aide control classrooms in which observations were made, there was no difference found between the two groups on the Classroom Environment Subscale.

When using both secondary and elementary schools for the comparison, there was no difference on number of adults instructing in the classrooms between the experimental and control groups.

When the two groups of aides were compared on where they were working when the observation occurred (see Graph H-6), the experimental aides were found to work:

. more in classrooms than did control aides.

. more in reading labs than did control aides.

. less in workrooms than did control aides.

. less in offices than did control aides.

. more in hallways (tutoring) than did control aides

School percentages for this measure are found in Table H-7.

When Martin, Metz, and Palm were compared with each other on A.O.G. Subscale ratings, no difference among the three experimental schools was found on any of them (see Table H-8).

Program and school personnel may be interested in reviewing the school and group means for each of the items on the A.O.G. This information is found in Table H-9, the last table in this appendix.

Table H-1: COMPARISON OF ELEMENTARY EXPERIMENTAL SCHOOLS (METZ AND PALM) WITH GENERAL AIDE CONTROL SCHOOLS (BROOKE AND ORTEGA) ON AIDE OBSERVATION GUIDE SUBSCALES

Item/SUBSCALE **	GROUP	MEAN[1]	N[2]	PROBABILITY LEVEL[3]
AIDE INSTRUCTIONAL ACTIVITIES SUBTOTAL	Metz and Palm	16.1176	51	.022 *
	Brooke and Ortega	14.4151	53	
AIDE INSTRUCTIONAL STRATEGIES SUBTOTAL	Metz and Palm	25.9200	50	.018 *
	Brooke and Ortega	22.4340	53	
AIDE NON-INSTRUCTIONAL ACTIVITIES TOTAL	Metz and Palm	13.5098	51	.297
	Brooke and Ortega	14.2453	53	
Student-student respect	Metz and Palm	3.1176	51	.013 *
	Brooke and Ortega	3.4583	48	
Teacher-aide respect	Metz and Palm	3.2157	51	.012 *
	Brooke and Ortega	3.6042	48	
Aide-student respect	Metz and Palm	3.5294	51	.455
	Brooke and Ortega	3.6250	48	
Teacher-student respect	Metz and Palm	2.9608	51	.000 *
	Brooke and Ortega	3.6458	48	
Student Interest	Metz and Palm	3.1569	51	.295
	Brooke and Ortega	3.3404	47	
CLASSROOM ENVIRONMENT TOTAL	Metz and Palm	15.9804	51	.002 *
	Brooke and Ortega	17.6875	48	
Number of adults instructing in classroom	Metz and Palm	1.9375	48	.021 *
	Brcoke and Ortega	2.3061	49	

* The difference between the two groups is statistically significant.

** Capital letters refer to subscales, and smaller letters refer to individual items.

[1] Mean = average score on an item

[2] N = number of observations done in those schools

[3] Probability level: anything below .05 is considered here to be significant beyond the realms of chance. For example, a probability level of .05 means the odds are only 5 chances out of 100 that an observed difference is due to chance alone.

Table H-2: COMPARISON OF BROOKE AND METZ ELEMENTARY SCHOOLS ON VARIOUS ITEMS AND SUBSCALES OF THE AIDE OBSERVATION GUIDE

Item/SUBSCALE	GROUP	MEAN[1]	N[2]	PROBABILITY LEVEL[3]
Number of children aide worked with	Brooke	6.5200	25	.573
	Metz	5.4286	21	
Percent of time aide spent on instructional tasks	Brooke	60.2800	25	.915
	Metz	58.8571	21	
Percent of time aide spent on non-instructional tasks	Brooke	36.7200	25	.740
	Metz	41.1429	21	
Percent of time aide spent in reading instructional tasks	Brooke	55.3200	25	.833
	Metz	58.1905	21	
AIDE INSTRUCTIONAL ACTIVITIES TOTAL	Brooke	15.4167	24	.888
	Metz	15.5714	21	
AIDE INSTRUCTIONAL STRATEGIES TOTAL	Brooke	24.1667	24	.944
	Metz	24.3333	21	
AIDE NON-INSTRUCTIONAL ACTIVITIES TOTAL	Brooke	13.2917	24	.316
	Metz	13.8571	21	
CLASSROOM ENVIRONMENT TOTAL	Brooke	18.5652	23	.000 *
	Metz	15.2381	21	

[1] Mean = average score on an item or a subscale

[2] N = number of observations done in those schools

[3] Probability Level = anything below .050 is considered here to be significant beyond the realm of chance. For example, a probability level of .050 means the odds are only 5 chances out of 100 that an observed difference is due to chance alone. The smaller the probability level (.040, .010, .001, etc.) the more sure you may be that the observed difference is indeed a real difference and not just a fluke of chance.

* The difference between the two groups is statistically significant.

Table H-3: COMPARISON OF THE PRESENCE AND USE OF EDUCATIONAL MATERIALS BETWEEN PROJECT ASSIST ELEMENTARY CLASSROOMS (METZ AND PALM) AND GENERAL AIDE CONTROL ELEMENTARY CLASSROOMS (BROOKE AND ORTEGA) BASED ON OBSERVATIONAL DATA

Observation Subscale	Present in Room	Used by Student	Used by Aide	And by Teacher
1. Audiovisual equipment and materials	*Exp.	N.S.	N.S.	N.S.
2. Reading materials	N.S.	N.S.	N.S.	N.S.
3. Other instructional materials	*Exp.	N.S.	N.S.	N.S.
4. Reading Machines	N.S.	N.S.	N.S.	N.S.
5. Learning Centers	N.S.	N.S.	N.S.	N.S.
6. Student stories and books	N.S.	*Exp.	*Exp.	N.S.
7. Student art	N.S.	N.S.	N.S.	*Exp.

*Exp. = The difference between the two groups was statistically significant in favor of Project Assist Classrooms.

N.S. = There was no statistically significant difference between the two groups.

Table H-4: COMPARISON OF SECONDARY EXPERIMENTAL SCHOOL (MARTIN) WITH SECONDARY GENERAL AIDE CONTROL SCHOOL (ALLAN) ON AIDE OBSERVATION GUIDE SUBSCALES

Item/SUBSCALE	GROUP	MEAN	N	PROBABILITY LEVEL
Percent of time aide spent on instructional tasks.	Martin	82.72	25	.000 *
	Allan	24.17	33	
Percent of time aide spent on non-instructional tasks.	Martin	15.96	25	.000 *
	Allan	76.71	33	
Percent of time aide spent on reading related tasks.	Martin	89.76	25	.000 *
	Allan	22.54	33	
AIDE INSTRUCTIONAL ACTIVITIES SUBTOTAL	MARTIN	17.3600	25	.000 *
	ALLAN	12.8485	33	
AIDE INSTRUCTIONAL STRATEGIES SUBTOTAL	MARTIN	25.6000	25	.000 *
	ALLAN	13.9091	33	
AIDE NON-INSTRUCTIONAL ACTIVITIES TOTAL	MARTIN	12.9600	25	.000 *
	ALLAN	15.0000	33	
CLASSROOM ENVIRONMENT TOTAL	MARTIN	16.7200	25	.001 *
	ALLAN	12.5000	30	

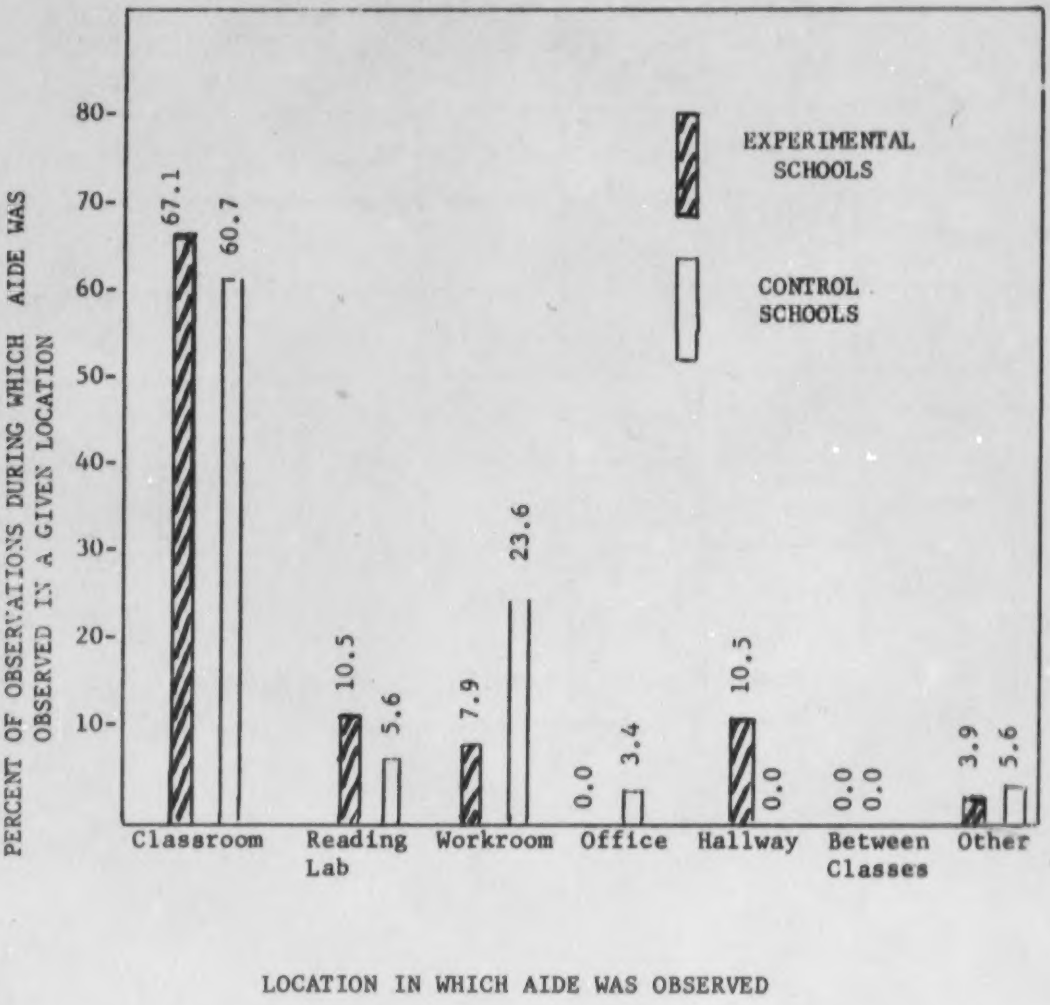
* The differences between the two groups is statistically significant.

TABLE H-5: COMPARISON OF ALL EXPERIMENTAL SCHOOLS (MARTIN, METZ, AND PALM) WITH ALL GENERAL AIDE CONTROL SCHOOLS (ALLAN, BROOKE, AND ORTEGA) ON VARIOUS AIDE OBSERVATION GUIDE ITEMS AND SUBSCALES.

Item/SUBSCALE	GROUP	MEAN	N	PROBABILITY LEVEL
Number of Children aide worked with	EXPERIMENTAL	5.6757	74	.135
	CONTROL	4.3708	89	
Percent of time aide spent on instructional tasks.	EXPERIMENTAL	73.6133	75	.000 *
	CONTROL I	41.5169	89	
Percent of time aide spent on non-instructional tasks	EXPERIMENTAL	25.9467	75	.000 *
	CONTROL I	57.9888	89	
Percent of time aide spent on reading activities	EXPERIMENTAL	75.3200	75	.000 *
	CONTROL I	34.3708	89	
AIDE INSTRUCTIONAL ACTIVITIES SUBTOTAL	EXPERIMENTAL	16.5263	76	.000 *
	CONTROL	13.8140	86	
AIDE INSTRUCTIONAL STRATEGIES SUBTOTAL	EXPERIMENTAL	25.8133	75	.000 *
	CONTROL	19.1628	86	
AIDE NON-INSTRUCTIONAL ACTIVITIES	EXPERIMENTAL	13.3289	76	.012 *
	CONTROL	14.5349	86	
Student-student respect	EXPERIMENTAL	3.2105	76	.422
	CONTROL	3.1039	77	
Teacher-aide respect	EXPERIMENTAL	3.3158	76	.695
	CONTROL	3.2564	78	
Aide-student respect	EXPERIMENTAL	3.5789	76	.015 *
	CONTROL	3.2436	78	
Teacher-student respect	EXPERIMENTAL	3.0658	76	.305
	CONTROL	3.2308	78	
Student interest	EXPERIMENTAL	3.1053	76	.208
	CONTROL	2.9091	77	
CLASSROOM ENVIRONMENT TOTAL	EXPERIMENTAL	16.2237	76	.384
	CONTROL	15.6923	78	
Number of adults instructing	EXPERIMENTAL	2.1918	73	.970
	CONTROL	2.1857	70	

* The difference between the two groups is statistically significant.

GRAPH H-6: COMPARISON OF EXPERIMENTAL SCHOOLS (METZ, PALM, AND MARTIN) AND GENERAL AIDE CONTROL SCHOOLS (BROOKE, ORTEGA, AND ALLAN) ON AIDE OBSERVATION GUIDE ITEM : "WHERE DID YOU OBSERVE THE AIDE?"



158

TABLE H-7: PERCENTAGE OF AIDE OBSERVATIONS MADE AT EXPERIMENTAL AND GENERAL AIDE CONTROL SCHOOLS IN VARIOUS LOCATIONS AT THE SCHOOLS

SCHOOL	CLASSROOM	READING LAB.	WORKROOM	HALLWAY	OFFICE	OTHER
METZ	76.2%	9.5	14.3	-	-	-
PALM	60.0	-	6.7	26.7	-	6.7
MARTIN	68.0	24.0	4.0	-	-	4.0
BROOKE	84.0	-	-	-	8.0	8.0
ORTEGA	75.9	-	13.8	-	-	10.3
ALLAN	32.4	14.7	50.0	-	2.9	-

TABLE H-8: COMPARISON OF ALL EXPERIMENTAL SCHOOLS (MARTIN, METZ, AND PALM) ON ALL AIDE OBSERVATION GUIDE SUBSCALES

SUBSCALE	SCHOOL	MEAN	N	F	PROBABILITY LEVEL P
AIDE INSTRUCTIONAL ACTIVITIES SUBTOTAL	MARTIN METZ PALM	17.3600 15.5714 16.5000	25 21 30	1.4282	.2451
AIDE INSTRUCTIONAL STRATEGIC SUBTOTAL	MARTIN METZ PALM	25.6000 24.3333 27.0690	25 21 29	.9779	.3828
AIDE NON-INSTRUCTIONAL ACTIVITIES TOTAL	MARTIN METZ PALM	12.9600 13.8571 13.2667	25 21 30	1.6130	.2046
CLASSROOM ENVIRONMENT TOTAL	MARTIN METZ PALM	16.7200 15.2381 16.5000	25 21 30	2.0159	.1385

There were no significant differences among the above three groups on any of the A.O.G. subscales.

Table H-9: SCHOOL AND GROUP MEANS FOR INDIVIDUAL ITEMS ON THE AIDE OBSERVATION GUIDE (A.O.G.)

2. Number of children aide worked with during observation:

PALM	4.55	METZ	5.43	MARTIN	7.25	EXPERIMENTAL	5.676
BROOKE	6.52	ORTEGA	5.06	ALLAN	2.26	CONTROL	4.371

3. Percentage of time aide worked on instructional tasks:

PALM	76.45	METZ	58.86	MARTIN	82.72	EXPERIMENTAL	73.613
BROOKE	60.28	ORTEGA	46.28	ALLAN	24.17	CONTROL	41.517

4. Percentage of time aide worked on non-instructional tasks:

PALM	23.55	METZ	41.14	MARTIN	15.96	EXPERIMENTAL	25.947
BROOKE	36.72	ORTEGA	53.72	ALLAN	76.71	CONTROL	57.989

5. Percentage of time aide worked on reading-related tasks:

PALM	75.28	METZ	58.19	MARTIN	89.76	EXPERIMENTAL	75.320
BROOKE	55.32	ORTEGA	30.59	ALLAN	22.54	CONTROL	34.371

AIDE INSTRUCTIONAL ACTIVITIES

33. Records student reading progress:

Never Observed	1	2	3	4	5	Always Observed

PALM	1.13	METZ	1.00	MARTIN	1.04	EXPERIMENTAL	1.066
BROOKE	1.37	ORTEGA	1.00	ALLAN	1.09	CONTROL	1.140

34. Edits or takes dictation from students:

Never Observed	1	2	3	4	5	Always Observed

PALM	1.30	METZ	1.00	MARTIN	1.00	EXPERIMENTAL	1.118
BROOKE	1.00	ORTEGA	1.00	ALLAN	1.00	CONTROL	1.000

Table H-9 contd.

35. Uses phonics and structural analyses:

Never 1 2 3 4 5 Always
Observed Observed

PALM	2.03	METZ	1.85	MARTIN	1.80	EXPERIMENTAL	1.907
BROOKE	1.25	ORTEGA	1.24	ALLAN	1.06	CONTROL	1.174

36. Listens to students read:

Never 1 2 3 4 5 Always
Observed Observed

PALM	1.77	METZ	1.48	MARTIN	1.76	EXPERIMENTAL	1.684
BROOKE	1.96	ORTEGA	1.41	ALLAN	1.15	CONTROL	1.465

37. Helps students in writing activities:

Never 1 2 3 4 5 Always
Observed Observed

PALM	1.62	METZ	1.38	MARTIN	1.80	EXPERIMENTAL	1.613
BROOKE	1.46	ORTEGA	1.38	ALLAN	1.12	CONTROL	1.465

38. Reads to students:

Never 1 2 3 4 5 Always
Observed Observed

PALM	1.30	METZ	1.19	MARTIN	1.03	EXPERIMENTAL	1.237
BROOKE	1.08	ORTEGA	1.00	ALLAN	1.13	CONTROL	1.035

39. Supervises students working independently:

Never 1 2 3 4 5 Always
Observed Observed

PALM	1.23	METZ	1.95	MARTIN	1.72	EXPERIMENTAL	1.592
BROOKE	1.71	ORTEGA	1.48	ALLAN	1.33	CONTROL	1.488

40. Uses supplementary materials in instruction:

Never 1 2 3 4 5 Always
Observed Observed

PALM	1.77	METZ	1.62	MARTIN	1.88	EXPERIMENTAL	1.763
BROOKE	1.42	ORTEGA	1.34	ALLAN	1.21	CONTROL	1.314

Table H-9 contd.

41. Gives directions:

PALM	2.47	METZ	2.00	MARTIN	2.20	EXPERIMENTAL	2.250
BROOKE	2.00	ORTEGA	1.83	ALLAN	1.48	CONTROL	1.744

42. Operates reading machines:

PALM	1.00	METZ	1.14	MARTIN	1.83	EXPERIMENTAL	1.307
BROOKE	1.00	ORTEGA	1.00	ALLAN	1.36	CONTROL	1.140

43. Drills students in word and sentence structures:

PALM	1.21	METZ	1.09	MARTIN	1.28	EXPERIMENTAL	1.200
BROOKE	1.21	ORTEGA	1.07	ALLAN	1.03	CONTROL	1.093

SUB TOTAL

PALM	16.50	METZ	15.57	MARTIN	17.36	EXPERIMENTAL	16.526
BROOKE	15.42	ORTEGA	13.59	ALLAN	12.85	CONTROL	13.814

AIDE INSTRUCTIONAL STRATEGIES

44. Successfully handles student behavior problems:

PALM	2.17	METZ	2.14	MARTIN	2.56	EXPERIMENTAL	2.293
BROOKE	2.52	ORTEGA	2.24	ALLAN	1.54	CONTROL	2.047

45. Gives positive reinforcement of student efforts:

PALM	3.00	METZ	2.71	MARTIN	2.50	EXPERIMENTAL	2.757
BROOKE	2.54	ORTEGA	2.17	ALLAN	1.33	CONTROL	1.953

46. Shows willingness to listen to students:

PALM	3.28	METZ	3.09	MARTIN	3.28	EXPERIMENTAL	3.227
BROOKE	2.92	ORTEGA	2.90	ALLAN	1.85	CONTROL	2.500

47. Attemps to involve all students in learning activities:

PALM	3.41	METZ	2.80	MARTIN	3.00	EXPERIMENTAL	3.100
BROOKE	2.83	ORTEGA	2.59	ALLAN	1.48	CONTROL	2.233

48. Uses appropriate movement strategies:

PALM	3.21	METZ	2.81	MARTIN	3.08	EXPERIMENTAL	3.053
BROOKE	2.79	ORTEGA	2.59	ALLAN	1.73	CONTROL	2.314

Table H-9 contd.

49. Responds to student questions and requests:

PALM	3.31	METZ	2.93	MARTIN	3.16	EXPERIMENTAL	3.160
BROOKE	2.87	ORTEGA	2.62	ALLAN	1.82	CONTROL	2.384

50. Promotes independent learning by referring student with question to his materials:

PALM	3.07	METZ	2.71	MARTIN	3.36	EXPERIMENTAL	3.067
BROOKE	2.96	ORTEGA	2.28	ALLAN	1.58	CONTROL	2.198

51. Asks questions students readily understand:

PALM	2.86	METZ	2.48	MARTIN	2.72	EXPERIMENTAL	2.707
BROOKE	2.42	ORTEGA	1.96	ALLAN	1.33	CONTROL	1.847

52. Aide gets students to answer her questions:

PALM	*	METZ	*	MARTIN	*	EXPERIMENTAL	2.627
BROOKE	*	ORTEGA	*	ALLAN	*	CONTROL	1.872

SUB TOTAL

PALM	27.07	METZ	24.33	MARTIN	25.60	EXPERIMENTAL	25.813
BROOKE	24.17	ORTEGA	21.00	ALLAN	13.91	CONTROL	19.163

AIDE NON-INSTRUCTIONAL BEHAVIORS

53. Grades student papers:

PALM	1.00	METZ	1.09	MARTIN	1.44	EXPERIMENTAL	1.171
BROOKE	1.21	ORTEGA	1.28	ALLAN	1.76	CONTROL	1.442

54. Makes instructional materials:

PALM	1.30	METZ	1.52	MARTIN	1.24	EXPERIMENTAL	1.342
BROOKE	1.25	ORTEGA	1.43	ALLAN	1.15	CONTROL	1.271

55. Makes display materials:

PALM	1.07	METZ	1.14	MARTIN	1.08	EXPERIMENTAL	1.092
BROOKE	1.08	ORTEGA	1.34	ALLAN	1.37	CONTROL	1.282

56. Supervises students in non-instructional capacity:

PALM	1.40	METZ	1.48	MARTIN	1.00	EXPERIMENTAL	1.289
BROOKE	1.42	ORTEGA	1.59	ALLAN	1.39	CONTROL	1.465

57. Cleans classroom:

PALM	1.03	METZ	1.09	MARTIN	1.00	EXPERIMENTAL	1.039
BROOKE	1.00	ORTEGA	1.03	ALLAN	1.00	CONTROL	1.012

* DATA NOT AVAILABLE AT PRESS TIME.

Table H-9 contd.

58. Does other classroom clerical duties:

PALM	1.13	METZ	1.24	MARTIN	1.04	EXPERIMENTAL	1.132
BROOKE	1.17	ORTEGA	1.10	ALLAN	1.58	CONTROL	1.302

59. Delivers messages and materials:

PALM	1.03	METZ	1.19	MARTIN	1.04	EXPERIMENTAL	1.079
BROOKE	1.04	ORTEGA	1.07	ALLAN	1.15	CONTROL	1.093

60. Duplicates materials:

PALM	1.00	METZ	1.09	MARTIN	1.00	EXPERIMENTAL	1.026
BROOKE	1.00	ORTEGA	1.03	ALLAN	1.42	CONTROL	1.174

61 Moving between classes:

PALM	1.13	METZ	1.05	MARTIN	1.00	EXPERIMENTAL	1.066
BROOKE	1.04	ORTEGA	1.10	ALLAN	1.00	CONTROL	1.047

62 Prepares classroom for instruction:

PALM	1.10	METZ	1.05	MARTIN	1.00	EXPERIMENTAL	1.053
BROOKE	1.08	ORTEGA	1.10	ALLAN	1.12	CONTROL	1.105

63. Working in office:

PALM	1.00	METZ	1.00	MARTIN	1.00	EXPERIMENTAL	1.000
BROOKE	1.00	ORTEGA	1.00	ALLAN	1.12	CONTROL	1.047

64. IDLE:

PALM	1.00	METZ	1.00	MARTIN	1.04	EXPERIMENTAL	1.013
BROOKE	1.00	ORTEGA	1.00	ALLAN	1.06	CONTROL	1.023

TOTAL

PALM	13.27	METZ	13.86	MARTIN	12.96	EXPERIMENTAL	13.329
BROOKE	13.29	ORTEGA	15.03	ALLAN	15.00	CONTROL	14.535

(Table continued on next page)

Table H-9 contd.

CLASSROOM ENVIRONMENT

65. Mutual respect among students:

PALM	3.40	METZ	2.71	MARTIN	3.40	EXPERIMENTAL	3.211
BROOKE	3.74	ORTEGA	3.20	ALLAN	2.52	CONTROL	3.104

66. Mutual respect between teacher and aide:

PALM	3.13	METZ	3.33	MARTIN	3.52	EXPERIMENTAL	3.316
BROOKE	3.65	ORTEGA	3.56	ALLAN	2.70	CONTROL	3.256

67. Mutual respect between aide and students:

PALM	3.70	METZ	3.29	MARTIN	3.68	EXPERIMENTAL	3.579
BROOKE	3.78	ORTEGA	3.48	ALLAN	3.63	CONTROL	3.244

68. Mutual respect between teacher and students:

PALM	3.07	METZ	2.81	MARTIN	3.28	EXPERIMENTAL	3.066
BROOKE	3.78	ORTEGA	3.52	ALLAN	2.57	CONTROL	3.231

69. Student interest in instruction:

PALM	3.30	METZ	2.95	MARTIN	3.00	EXPERIMENTAL	3.105
BROOKE	3.77	ORTEGA	2.96	ALLAN	2.23	CONTROL	2.090

TOTAL

PALM	16.50	METZ	15.24	MARTIN	16.72	EXPERIMENTAL	16.224
BROOKE	18.56	ORTEGA	16.88	ALLAN	12.50	CONTROL	15.692

70. Number of adults instructing in classroom:

PALM	2.00	METZ	1.83	MARTIN	2.68	EXPERIMENTAL	2.192
BROOKE	2.56	ORTEGA	2.08	ALLAN	1.90	CONTROL	2.186

ADMINISTRATION AND DESCRIPTION OF AIDE OBSERVATION GUIDE

An Aide Observation Guide (AOG) was used to observe the aides at the three control schools in the spring and at the three experimental schools both fall and spring. The observers used the guide for 35-45 minutes, observing the aides during all school periods. There were 230 observations done in the fall and 206 in the spring. Observations were scheduled so that all aides would be observed an equal number of times (except due to absences). When an aide was tutoring outside the regular classroom, the observation took place as usual.

The two observers practiced together using the observation guide in the first six weeks of the school year, once observing videotaped sequences and 15-20 times in the classroom. Various members of the A.I.S.D. Office of Evaluation discussed techniques with the observers, and the coordinator and the evaluator of the program both used the instrument several times during the year.

Validity of the data may have been affected by the aides' uneasiness during observations. It became clear that observers could not sit too near the aide without bothering her and the students. Even at the end of the year several aides commented during interviews that they were still ill at ease during observation. Some children may have acted considerably different toward the aides during observation, but probably only during the first observations. The reliability of the instrument may have been affected by the use of two observers with different backgrounds. This problem can be cured by practice in observation and close comparison of results.

Rationale for the instrument comes from the growing inportance of observation as a method of educational evaluation, and from particular studies that have shown the effectiveness of observation. For example, in a paper presented at the annual meeting of the American Educational Research Association last year, A. J. Palmo (1973) showed that an observation checklist produced valid evaluation data while a checklist filled out by teachers did not. The same year Charters and Jones (1973) report that only the use of classroom observations revealed that the "experimental" and "control" staffs at different schools were not really different at all.

The first version of the observation guide was developed by modifying Ben M. Harris' and Kenneth E. McIntyre's Comprehensive Observation Guide (1964). In the first semester the evaluation staff met frequently with the project coordinator to discuss and further adapt the instrument to their needs. During this time the instrument underwent many varied changes. These revisions eventually resulted in a satisfactory instrument including a time line of aides' and teachers' activities, a checklist of teaching materials and their use, and several 1-5 Likert scales rating frequency of certain aide activities. However, these revisions also rendered the data gathered first semester, via the approximately six different preliminary instruments, unanalyzable as a whole. This first semester observation data was used nonetheless by the project coordinator for formative feedback. Only the data gathered second semesters was analyzed and is reported in this document. No standardization of the instrument was attempted. The final instrument used second semester is attached to this appendix.

Aide Observation Guide

____

Aide ______________________ School ______________________

Teacher ______________________ Date ______________________

(Length of Observation) From ______________ To ______________

1. Where did you observe the aide? Classroom Reading Lab Workroom

   Other ______________ Hallway Office Between classes

2. Number of children Aide worked with during observation ________

3. Percentage of time Aide worked on instructional tasks ________

4. Percentage of time Aide worked on non-instructional tasks ________

5. Percentage of time Aide worked on reading-related tasks ________

General Comments:

On the following page make a time line, by drawing horizontal arrows in the spaces which correspond to the activities with which the aide and teacher work. Also record the number of students the aide and teacher work with throughout the observation period. Any number in parentheses ( ) defines students who worked with the aide or teacher previously during this observation period.
(PLEASE TURN THE PAGE)

READING OR LANGUAGE ARTS	5 min	5 min	5 min	5 min	5 min	5 min	5 min	5 min	5 min	5 min
Diagnosis										
Readiness concepts										
Word attack skills										
Vocabulary										
Spelling										
Comprehension skills										
Oral reading										
Independent reading										
Writing										
Editing										
Dictation										
Dictionary skills										
Library skills										
Student research										
Art for writing										
Testing ( )										
Supervision										
SCIENCE										
SOCIAL STUDIES										
MATH										
NON-INSTRUCTIONAL										
Lesson planning										
Clerical duties										
Supervision of students										
Making materials										

VARIETY OF MATERIALS

	In Room	Used by Students (#)	Used by Aide	Used by Teacher
6. Overhead projector				
7. Slide projector				
8. Tape recorder				
9. 16 & 8 mm projector				
10. Filmstrip projector				
11. Record player and records				
12. Films (16 mm & Super 8)				
13. Slides				
14. Filmstrips				
15. Television				
16. Student workbooks				
17. Basal readers				
18. Textbooks				
19. Displayed pupil-made materials				
20. Learning centers				
21. Flash cards				
22. Teacher or aide-made instructional materials				
23. Games and puzzles				
24. Reading machines (EDL, Hoffman)				
25. Library books				
26. Magazines and newspapers				
27. Reference materials				
28. Student stories and books				
29. Tests				
30. Student Art				
31. Wordlists and other vocabulary materials				
32.		171		

# ________

AIDE INSTRUCTIONAL BEHAVIORS:

Aide instructional activities:

33.	Records student reading progress	Never Observed	1	2	3	4	5	Always Observed
34.	Edits or takes dictation from students	Never Observed	1	2	3	4	5	Always Observed
35.	Uses phonetic and/or structural analysis	Never Observed	1	2	3	4	5	Always Observed
36.	Listens to students read	Never Observed	1	2	3	4	5	Always Observed
37.	Helps students in writing activities	Never Observed	1	2	3	4	5	Always Observed
38.	Reads to students	Never Observed	1	2	3	4	5	Always Observed
39.	Supervises students working independently	Never Observed	1	2	3	4	5	Always Observed
40.	Uses supplementary materials in instruction	Never Observed	1	2	3	4	5	Always Observed
41.	Gives directions	Never Observed	1	2	3	4	5	Always Observed
42.	Operates reading machines	Never Observed	1	2	3	4	5	Always Observed
43.	Drills students in context analysis and/or comprehension	Never Observed	1	2	3	4	5	Always Observed

SUB TOTAL ________________

COMMENTS:

Aide instructional strategies:

44.	Successfully handles student behavior problems	Never Observed	1	2	3	4	5	Always Observed
45.	Gives positive reinforcement of student efforts	Never Observed	1	2	3	4	5	Always Observed
46.	Shows willingness to listen to students	Never Observed	1	2	3	4	5	Always Observed
47.	Attemps to involve all students in learning activities	Never Observed	1	2	3	4	5	Always Observed
48.	Uses appropriate movement strategies	Never Observed	1	2	3	4	5	Always Observed
49.	Responds to student questions and requests promptly	Never Observed	1	2	3	4	5	Always Observed
50.	Promotes independent learning by referring student with question to his materials	Never Observed	1	2	3	4	5	Always Observed
51.	Asks questions students readily understand	Never Observed	1	2	3	4	5	Always Observed
52.	Gets students to answer her questions	Never Observed	1	2	3	4	5	Always Observed

SUB TOTAL ______________

TOTAL ______________

COMMENTS:

AIDE NON-INSTRUCTIONAL BEHAVIORS:

53.	Grades student papers	Never Observed	1	2	3	4	5	Always Observed
54.	Makes instructional materials	Never Observed	1	2	3	4	5	Always Observed
55.	Makes display materials	Never Observed	1	2	3	4	5	Always Observed
56.	Supervises students non-instructional capacity	Never Observed	1	2	3	4	5	Always Observed
57.	Cleans classroom	Never Observed	1	2	3	4	5	Always Observed
58.	Does other classroom clerical duties	Never Observed	1	2	3	4	5	Always Observed
59.	Delivers messages and materials	Never Observed	1	2	3	4	5	Always Observed
60.	Duplicates materials	Never Observed	1	2	3	4	5	Always Observed
61.	Moving between classes	Never Observed	1	2	3	4	5	Always Observed
62.	Prepares classroom for instruction	Never Observed	1	2	3	4	5	Always Observed
63.	Working in office	Never Observed	1	2	3	4	5	Always Observed
64.	IDLE	Never Observed	1	2	3	4	5	Always Observed

TOTAL ________________

COMMENTS:

CLASSROOM ENVIRONMENT:

65.	Mutual respect among students	Never Observed	1	2	3	4	5	Always Observed
66.	Mutual respect between teacher and aide	Never Observed	1	2	3	4	5	Always Observed
67.	Mutual respect between aide and students	Never Observed	1	2	3	4	5	Always Observed
68.	Mutual respect between teacher and students	Never Observed	1	2	3	4	5	Always Observed
69.	Student interest in instruction	Never Observed	1	2	3	4	5	Always Observed

TOTAL __________

70. Number of adults instructing in classroom 1 2 3 4 5

Comments:

APPENDIX I

INSTRUMENT REPORT

TEACHER FALL AND SPRING QUESTIONNAIRE REPORT

Date/Period of Administration: October, 1973, and April, 1974.

Population: 140 professional staff members at Palm, Metz, Martin, Brooke, Ortega, and Allan Schools.

Data Collected by: Evaluation staff and school counselors.

Data Collection Supervised by: Office of Evaluation

INTRODUCTION

Questionnaires were completed by the teachers at all ESAA and Title I schools. Administration took place in November, 1973, and again in April, 1974. Teachers read the self-contained instructions and completed the forms at their own convenience. During the fall, Office of Evaluation staff distributed and collected the forms. During the spring, counselors at each school distributed and collected the forms.

Besides the Project Assist questions, the instrument contained questions concerning the various Title I programs, plus the Bilingual/Bicultural ESAA program. The spring questionnaire was issued only to Title I and ESAA schools. The fall questionnaire asks for the teachers' opinions of the aides' training, attitude, and effectiveness in instructional work. The spring questionnaire retained the same questions and added certain questions addressed only to teachers at Project Assist experimental schools. The additional questions concerned administration of the program and recommendations for next year. The questions were designed with two process objectives in mind:

1. Teachers will have a favorable attitude toward the use of aides as instructional reading aides.

2. Teachers will effectively use aides in reading activities.

The items were developed by Office of Evaluation staff. Questions were answered on a 5 point Likert-type scale, or by a simple yes-no response. No standardization of the instrument was possible, nor was there any way to check the instrument's validity. However, the teachers' anonymity may have encouraged them to be truthful.

FALL TEACHER QUESTIONNAIRE

Included on the fall teacher questionnaire were 13 questions about the classroom aides. Statistical comparisons (t-tests) were conducted to assess any differences between the following groups:

1. All Project Assist schools vs. all general aide control schools.
2. Project Assist junior high school vs. general aide control junior high school.
3. Project Assist elementary schools vs. general aide control elementary schools.

Project Assist classroom teachers appeared overall to have a more positive attitude about their aides' training, performance, and effects than did teachers in the general aide control schools (see Table I-1). Significant differences in favor of Project Assist teachers' responses were found on the following items: (see next page)

59. The aide(s) in my classroom cares about the students and their learning progress.

63. The aide(s) in my classroom assists me effectively in the diagnosis of student reading problems.

68. The aide(s) in my classroom has helped improve the reading skills of my students.

A comparison between junior high Project Assist teachers' and control teachers' responses also indicated an overall more positive attitude (see Table I-2) and yielded significant differences in favor of the Project Assist teachers' responses on items 59 and 63 (see above).

Comparisons between elementary Project Assist teachers and elementary control teachers yielded no significant differences, although most differences were in favor of the Project Assist teacher responses (see Table I-3).

Also included on the fall teacher questionnaire were three questions concerning the administration and implementation of Project Assist. The responses indicate that teachers at Palm, Metz, Martin, and Allan felt quite sure that they understood what Project Assist was all about (see Table I-4). However, they did not feel that the people employed by Project Assist had adequately assisted them in implementing the program in their classes. They agreed somewhat that materials supplied by Project Assist had been adequate to meet the needs of implementing the program.

SPRING TEACHER QUESTIONNAIRE

Included on the spring teacher questionnaire were the same 13 questions about classroom aides contained in the fall questionnaire plus an additional question. Statistical comparisons (t-tests) were conduced to assess any differences between the following groups:

1. All Project Assist schools vs. all general aide control schools.
2. Project Assist junior high school vs. general aide control junior high school.
3. Project Assist elementary schools vs. general aide control elementary schools.

Except for a few items, there appeared to be little difference between the experimental and control teachers' responses on the fourteen items relating to aides' training, performance, and effects (see Table I-5). Significant differences in favor of Project Assist teacher responses were found on the following two items (see next page):

48. The aide(s) in my classroom assists me effectively in the diagnosis of student reading problems.

53. The aide(s) in my classroom has helped improve the reading skills of my students.

A comparison between the junior high Project Assist teachers' and control teachers' responses indicated pretty much the same responses for both groups (see Table I-6) except for the following two items which favored the Project Assist teachers:

51. If the aide(s) was taken out of my classroom, the students would learn less.

53. The aide(s) in my classroom has helped improve the reading skills of my students.

Comparisons between elementary Project Assist teachers' and elementary control teachers' responses yielded no significant differences (see Table I-7) except for the following item which favored the general aide control schools:

55. The aide(s) in my classroom has increased communications with parents.

Some additional questions were asked of teachers at the Project Assist schools (see Table I-8). These questions concerned their perceptions of the administration and implementation of Project Assist, and requested teacher input for next year's program. Table I-11 contains individual school means for most of these items.

CHANGE IN TEACHER ATTITUDE TOWARD AIDES FROM FALL 73 TO SPRING 74

In the fall elementary Project Assist teachers rated their instructional aides higher on ten of the thirteen aide items than the elementary control teachers rated their general aides (see Table I-9). However, in the spring the elementary Project Assist aides were rated higher than the general aides on only seven of the thirteen items.

The attitude changes among both elementary Project Assist teachers and control teachers from pre to post were actually quite slight. Because teacher responses were anonymous, significance tests could not be performed to examine the significance of any changes from fall to spring.

The greatest change among elementary teachers was on the item, "If the aide(s) were taken out of my classroom, the students would learn less," and was in the negative direction for both Project Assist teachers and control teachers.

The lowest-rated items on both fall and spring questionnaires were:

The aide(s) in my classroom assists me effectively in the diagnosis of student reading problems.

The aide(s) in my classroom has increased communications with parents.

The highest-rated items both fall and spring by both elementary groups were:

The students respond positively tothe aide.

If the aide(s) were taken out of my classroom, the students would receive less individual instruction and attention.

On the fall teacher questionnaire, the junior high Project Assist teachers rated their aides higher on ten of the thirteen items than the control teachers rated their general aides (see Table I-10). However, on the spring questionnaire, the Project Assist aides were rated higher than general aides on only seven of the thirteen items.

The attitude change among junior high teachers from pre to post was negligible for some items and large for other items. The greatest change among junior high teachers was on the following two items:

The students in my classroom respond positively to the aide(s).

When the aide(s) in my classroom works alone helping students, I feel sure he/she is doing a good job.

The change for these two items was positive for both junior high Project Assist teachers and for control teachers.

The lowest-rated items on both fall and spring were:

The aide(s) in my classroom assists me effectively in the diagnosis of student reading problems.

The aide(s) in my classroom has increased communication with parents.

The highest-rated item both fall and spring by both junior high groups was:

The aide(s) in my classroom cares about the students and their learning progress.

180

Table I-1: FALL TEACHER QUESTIONNAIRE RESULTS OF PROJECT ASSIST EXPERIMENTAL SCHOOLS (PALM, METZ, AND MARTIN) VERSUS GENERAL AIDE CONTROL SCHOOLS (BROOKE, ORTEGA, AND ALLAN)

ITEM *	GROUP	MEAN	N	PROBABILITY LEVEL P
59. The aide(s) in my classroom cares about the students and their learning progress.	EXPERIMENTAL	4.3462	52	.0193 *
	CONTROL	3.7451	51	
60. The aide(s) in my classroom enjoys working with me.	EXPERIMENTAL	4.1538	52	.1452
	CONTROL	3.8235	51	
61. The aide(s) in my classroom is knowledgeable about the reading curriculum used in our school.	EXPERIMENTAL	3.1765	51	.4369
	CONTROL	2.9600	50	
62. The aide(s) in my classroom has been well trained for his/her job.	EXPERIMENTAL	3.1731	52	.1962
	CONTROL	2.8000	50	
63. The aide(s) in my classroom assist me effectively in the diagnosis of student reading problems.	EXPERIMENTAL	2.7843	51	.0257 *
	CONTROL	2.1837	49	
64. The students in my classroom respond positively to the aide(s).	EXPERIMENTAL	4.0769	52	.2674
	CONTROL	3.8000	50	
65. When the aide(s) in my classroom works alone helping students, I feel sure he/she is doing a good job.	EXPERIMENTAL	3.9615	52	.3817
	CONTROL	3.7400	50	
66. If the aide(s) were taken out of my classroom, the student would learn less.	EXPERIMENTAL	3.7885	52	.3718
	CONTROL	3.5200	50	
67. If the aide(s) were taken out of my classroom, the students would receive less individual instruction and attention.	EXPERIMENTAL	4.3333	51	.3234
	CONTROL	4.0816	49	
68. The aide(s) in my classroom has helped improve the reading skills of my students.	EXPERIMENTAL	3.5800	50	.0249 *
	CONTROL	2.9592	49	
69. The aide(s) in my classroom has increased my efficiency in relation to planning.	EXPERIMENTAL	3.4118	51	.9872
	CONTROL	3.4082	49	
70. The aide(s) in my classroom has increased communications with parents.	EXPERIMENTAL	2.2745	51	.9805
	CONTROL	2.2800	50	
71. The aide(s) in my classroom has helped improve the students' self-image.	EXPERIMENTAL	3.5000	52	.0844
	CONTROL	3.0426	47	

* Responses to the above items were on 5 point scale:

1 2 3 4 5

Completely disagree — Completely agree

* The differences between the groups statistically significant.

Table I-2: FALL TEACHER QUESTIONNAIRE RESULTS OF PROJECT ASSIST JUNIOR HIGH (MARTIN) VERSUS GENERAL AIDE CONTROL JUNIOR HIGH (ALLAN)

ITEM •	GROUP	MEAN	N	PROBABILITY LEVEL P
59. The aide(s) in my classroom cares about the students and their learning progress	MARTIN	4.5000	14	.0465 *
	ALLAN	3.5294	17	
60. The aide(s) in my classroom enjoys working with me	MARTIN	4.2143	14	.1185
	ALLAN	3.6471	17	
61. The aide(s) in my classroom is knowledgeable about the reading curriculum used in our school	MARTIN	3.3077	13	.1389
	ALLAN	3.1250	16	
62. The aide(s) in my classroom has been well trained for his/her job	MARTIN	3.5000	14	.1503
	ALLAN	2.8125	16	
63. The aide(s) in my classroom assist me effectively in the diagnosis of student reading problems	MARTIN	3.1538	13	.0358 *
	ALLAN	2.1333	15	
64. The students in my classroom respond positively to the aide(s)	MARTIN	3.7857	14	.4036
	ALLAN	3.3750	17	
65. When the aide(s) in my classroom works alone helping students, I feel sure he/she is doing a good job	MARTIN	3.7857	14	.6437
	ALLAN	3.5625	16	
66. If the aide(s) were taken out of my classroom, the student would learn less	MARTIN	3.8571	14	.4766
	ALLAN	3.5000	16	
67. If the aide(s) were taken out of my classroom, the students would receive less individual instruction and attention	MARTIN	4.3846	13	.4122
	ALLAN	3.9333	15	
68. The aide(s) in my classroom has helped improve the reading skills of my students	MARTIN	3.4167	12	.1237
	ALLAN	2.6000	15	
69. The aide(s) in my classroom has increased efficiency in relation to planning	MARTIN	3.4615	13	.5322
	ALLAN	3.0667	15	
70. The aide(s) in my classroom has increased communications with parents	MARTIN	2.7857	14	.0943
	ALLAN	1.9375	16	
71. The aide(s) in my classroom has helped improve the students' self-image	MARTIN	3.5000	14	.2778
	ALLAN	2.9286	14	

• Responses to the above items were on 5 point scale:

1 2 3 4 5

Completely disagree — Completely agree

* The difference between the two groups statistically significant.

Table I-3: FALL TEACHER QUESTIONNAIRE RESULTS OF PROJECT ASSIST ELEMENTARY SCHOOLS (PALM AND METZ) VERSUS GENERAL AIDE CONTROL ELEMENTARY SCHOOLS (BROOKE AND ORTEGA)

ITEM[1]	GROUP	MEAN	N	PROBABILITY LEVEL P
59. The aide(s) in my classroom cares about the students and their learning progress.	Palm and Metz	4.2895	38	.1553
	Brooke and Ortega	3.8529	34	
60. The aide(s) in my classroom enjoys working with me.	Palm and Metz	4.1316	38	.5776
	Brooke and Ortega	3.9118	34	
61. The aide(s) in my classroom is knowledgeable about the reading curriculum used in our school.	Palm and Metz	3.1316	38	.4642
	Brooke and Ortega	2.8824	34	
62. The aide(s) in my classroom has been well trained for his/her job.	Palm and Metz	3.0526	38	.4829
	Brooke and Ortega	2.7941	34	
63. The aide(s) in my classroom assist me effectively in the diagnosis of student reading problems.	Palm and Metz	2.6579	38	.1675
	Brooke and Ortega	2.2059	34	
64. The students in my classroom respond positively to the aide(s).	Palm and Metz	4.1842	38	.5306
	Brooke and Ortega	4.0000	34	
65. When the aide(s) in my classroom works alone helping students, I feel sure he/she is doing a good job.	Palm and Metz	4.0263	38	.5062
	Brooke and Ortega	3.8235	34	
66. If the aide(s) were taken out of my classroom, the student would learn less.	Palm and Metz	3.7632	38	.5407
	Brooke and Ortega	3.5294	34	
67. If the aide(s) were taken out of my classroom, the students would receive less individual instruction and attention.	Palm and Metz	4.3158	38	.5674
	Brooke and Ortega	4.1471	34	
68. The aide(s) in my classroom has helped improve the reading skills of my students.	Palm and Metz	3.6316	38	.1167
	Brooke and Ortega	3.1176	34	
69. The aide(s) in my classroom has increased my efficiency in relation to planning.	Palm and Metz	3.3947	37	.6432
	Brooke and Ortega	3.5588	34	
70. The aide(s) in my classroom has increased communications with parents.	Palm and Metz	2.0811	37	.2077
	Brooke and Ortega	2.4412	34	
71. The aide(s) in my classroom has helped improve the students' self-image.	Palm and Metz	3.5000	38	.1942
	Brooke and Ortega	3.0909	33	

[1] Responses to the above items were on 5 point scale:

1 2 3 4 5

Completely Disagree — Completely agree

183

Table I-4: FALL TEACHER QUESTIONNAIRE RESULTS FOR METZ, PALM, MARTIN, AND ALLAN SCHOOLS

ITEM*	GROUP	MEAN	N
1. I understand what the ESAA Project Assist program is all about.	METZ	4.5652	23
	PALM	4.6000	15
	MARTIN	4.3000	30
	ALLAN	4.2381	42
2. The people in the ESAA Project Assist Program have been of assistance to me in implementing the program in my class.	METZ	2.7826	23
	PALM	2.3571	14
	MARTIN	2.2143	28
	ALLAN	2.3077	39
3. The materials provided for the ESAA Project Assist Program have been adequate to meet the needs of implementing the program.	METZ	3.3478	23
	PALM	3.4667	15
	MARTIN	3.6667	30
	ALLAN	3.6923	39

* Responses to the above items were on 5 point scale:

1 2 3 4 5

Completely disagree — Completely agree

Table I-5: SPRING TEACHER QUESTIONNAIRE RESULTS COMPARING PROJECT ASSIST SCHOOLS (PALM, METZ, AND MARTIN) WITH GENERAL AIDE CONTROL SCHOOLS (BROOKE, ORTEGA, AND ALLAN)

ITEM ●	GROUP	MEAN	N	PROBABILITY LEVEL P
44. The aide(s) in my classroom cares about the students and their learning progress	EXPERIMENTAL	4.0806	62	.7869
	CONTROL	4.0175	57	
45. The aide(s) in my classroom enjoys working with me	EXPERIMENTAL	3.8889	63	.9400
	CONTROL	3.8727	55	
46. The aide(s) in my classroom is knowledgeable about the reading curriculum used in our schools	EXPERIMENTAL	3.3077	65	.6223
	CONTROL	3.4259	54	
47. The aide(s) has been well trained for his/her job	EXPERIMENTAL	3.1429	63	.9804
	CONTROL	3.1481	54	
48 The aide(s) in my classroom assists me effectively in the diagnosis of student reading problems	EXPERIMENTAL	2.8689	61	.0423 *
	CONTROL	2.3585	54	
49. The students in my classroom respond positively to the aide(s)	EXPERIMENTAL	3.8500	60	.9407
	CONTROL	3.8333	54	
50. When the aide(s) in my classroom works alone helping students, I feel sure he/she is doing a good job	EXPERIMENTAL	3.8667	60	.9225
	CONTROL	3.8889	54	
51. If the aide(s) was taken out of my classroom, the students would learn less	EXPERIMENTAL	3.4754	61	.0612
	CONTROL	2.9444	54	
52. If the aide(s) was taken out of my classroom, the student would receive less individual instruction and attention	EXPERIMENTAL	4.1000	60	.6872
	CONTROL	4.0000	54	
53. The aide(s) in my classroom has helped improve the reading skills of my students	EXPERIMENTAL	3.7288	59	.0085 *
	CONTROL	3.6481	54	
54. The aide(s) in my classroom has increased my efficiency in relation to planning	EXPERIMENTAL	3.4310	58	.4040
	CONTROL	3.6481	54	
55. The aide(s) in my classroom has increased communications with parents	EXPERIMENTAL	2.1724	58	.0972
	CONTROL	2.5370	54	
56. The aide(s) in my classroom has helped improve the students' self-image	EXPERIMENTAL	3.2373	59	.6046
	CONTROL	3.3519	54	
57. The aide(s) in my classroom has worked co-operatively with me this year	EXPERIMENTAL	4.1833	60	.5813
	CONTROL	4.0556	54	

● All responses were made according to the following scale:

1 2 3 4 5
Completely disagree — Completely agree

* The difference between the two groups was statistically significant.

Table I-6: SPRING TEACHER QUESTIONNAIRE RESULTS COMPARING PROJECT ASSIST JUNIOR HIGH (MARTIN) WITH GENERAL AIDE CONTROL JUNIOR HIGH (ALLAN)

ITEM[1]	GROUP	MEAN	N	PROBABILITY LEVEL P
44. The aide(s) in my classroom cares about the students and their learning progress	Martin	4.0000	17	.5450
	Allan	4.2857	14	
45. The aide(s) in my classroom enjoy working with me	Martin	3.7059	17	.6244
	Allan	3.9231	13	
46. The aide(s) in my classroom is knowledgeable about the reading curriculum used in our schools	Martin	3.3333	18	.6367
	Allan	3.5385	13	
47. The aide(s) has been well trained for his/her job	Martin	3.2353	17	.8707
	Allan	3.3077	13	
48. The aide(s) in my classroom assists me effectively in the diagnosis of student reading problems	Martin	2.6250	16	.2285
	Allan	2.0833	12	
49. The students in my classroom respond positively to the aide(s)	Martin	3.6250	16	.8651
	Allan	3.6923	13	
50. When the aide(s) in my classroom works alone helping students, I feel sure he/she is doing a good job	Martin	3.8750	16	.7981
	Allan	3.7692	13	
51. If the aide(s) was taken out of my classroom, the students would learn less	Martin	4.0625	16	.0187*
	Allan	2.8462	13	
52. If the aide(s) was taken out of my classroom, the student would receive less individual instruction and attention	Martin	4.3125	16	.1534
	Allan	3.5385	13	
53. The aide(s) in my classroom has helped improve the reading skills of my students	Martin	3.6875	16	.0090*
	Allan	2.4167	12	
54. The aide(s) in my classroom has increased my efficiency in relation to planning	Martin	3.7500	16	.7890
	Allan	3.6154	13	
55. The aide(s) in my classroom has increased communications with parents	Martin	2.3750	16	.8651
	Allan	2.3077	13	
56. The aide(s) in my classroom has helped improve the students' self-image	Martin	3.1250	16	.3113
	Allan	3.5385	13	
57. The aide(s) in my classroom has worked cooperatively with me this year	Martin	4.3125	16	.2966
	Allan	3.8462	13	

[1] All responses were made according to the following scale:
Completely 1 2 3 4 5 Completely
disagree agree

* The difference between the two groups was statistically significant.

Table I-7: SPRING TEACHER QUESTIONNAIRE RESULTS COMPARING PROJECT ASSIST ELEMENTARY SCHOOLS (PALM & METZ) WITH GENERAL AIDE CONTROL SCHOOLS (BROOKE & ORTEGA)

ITEM[1]	GROUP	MEAN	N	PROBABILITY LEVEL P
44. The aide(s) in my classroom cares about the students and their learning progress	EXPERIMENTAL	4.111	45	.5252
	CONTROL	3.9302	43	
45. The aide(s) in my classroom enjoys working with me	EXPERIMENTAL	3.9565	46	.7044
	CONTROL	3.8571	42	
46. The aide(s) in my classroom is knowledgeable about the reading curriculum used in our schools	EXPERIMENTAL	3.2979	47	.7445
	CONTROL	3.3902	41	
47. The aide(s) has been well trained for his/her job	EXPERIMENTAL	3.1087	46	.9678
	CONTROL	3.0976	41	
48. The aide(s) in my classroom assists me effectively in the diagnosis of student reading problems	EXPERIMENTAL	2.9556	45	.0867
	CONTROL	2.4390	41	
49. The students in my classroom respond positively to the aide(s)	EXPERIMENTAL	3.9318	44	.8408
	CONTROL	3.8780	41	
50. When the aide(s) in my classroom works alone helping students, I feel sure he/she is doing a good job	EXPERIMENTAL	3.8636	44	.8202
	CONTROL	3.9268	41	
51. If the aide(s) was taken out of my classroom, the students would learn less	EXPERIMENTAL	3.2667	45	.3982
	CONTROL	2.9756	41	
52. If the aide(s) was taken out of my classroom, the student would receive less individual instruction and attention	EXPERIMENTAL	4.0227	44	.6575
	CONTROL	4.1463	41	
53. The aide(s) in my classroom has helped improve the reading skills of my students	EXPERIMENTAL	3.7442	43	.0954
	CONTROL	3.2683	41	
54. The aide(s) in my classroom has increased efficiency in relation to planning	EXPERIMENTAL	3.3095	42	.2449
	CONTROL	3.6585	41	
55. The aide(s) in my classroom has increased communications with parents	EXPERIMENTAL	2.0952	42	.0500*
	CONTROL	2.6098	41	
56. The aide(s) in my classroom has helped improve the students' self-image	EXPERIMENTAL	3.2791	43	.9570
	CONTROL	3.2927	41	
57. The aide(s) in my classroom has worked cooperatively with me this year	EXPERIMENTAL	4.1364	44	.9559
	CONTROL	4.1220	41	

[1] All responses were made according to the following scale:
Completely disagree 1 2 3 4 5 Completely agree

* The difference between the two groups was statistically significant.

Table I-8: SPRING TEACHER QUESTIONNAIRE RESULTS FOR METZ, PALM, MARTIN, AND ALLAN FOR ITEMS 58 - 71

ITEM	METZ	PALM	MARTIN	ALLAN
58. I feel that aides should be taken out of the classroom for all-day inservices	2.8000	3.2500	3.4118	3.6154
a. never	5	2	1	-
b. no more than one day par semester	4	2	2	1
c. no more than two days oer semester	7	7	6	5
d. no more than four days per semester	9	7	5	5
e. more than four days per semester	-	2	3	2
59. I understand what the ESAA, Project Assist program is all about	3.8000	3.1429	3.0000	3.3438
60. The administrative staff in the ESAA, Project Assist program has been of assistance to me in implementing the program in my classroom.	3.2414	2.6316	2.6341	2.3667
61. I would like for the ESAA, Project Assist aides to be in my school again next year	4.5714	4.3000	4.1395	4.0000
62. The principal at my school has given me the support I have needed from him to implement the ESAA, Project Assist in my classroom	3.2222	3.1579	3.6053	2.7857
63. I think that teachers (if paid a stipend) should receive some pre-school orientation and training next year concerning Project Assist aides and materials	4.1786	4.2000	4.3617	4.3548
64. If you agree with the above statement, how long should the pre-school orientation and training for teachers last?	3.0417	2.4737	3.3696	2.6897
a. 1 day	6	6	3	5
b. 2 days	1	5	8	10
c. 3 days	5	2	11	6
d. 1 week	10	5	17	5
e. 2 weeks	2	1	7	3
65. The materials provided for ESAA,Project Assist program have been adequate to meet the needs of implementing the program	3.5556	2.5556	3.6053	N.A.
66. I feel that the ESAA, Project Assist substitute aide position should be continued next year.	2.8214	4.1053	2.8684	N.A.

Table continues on next page

Table I-8: (cont'd)

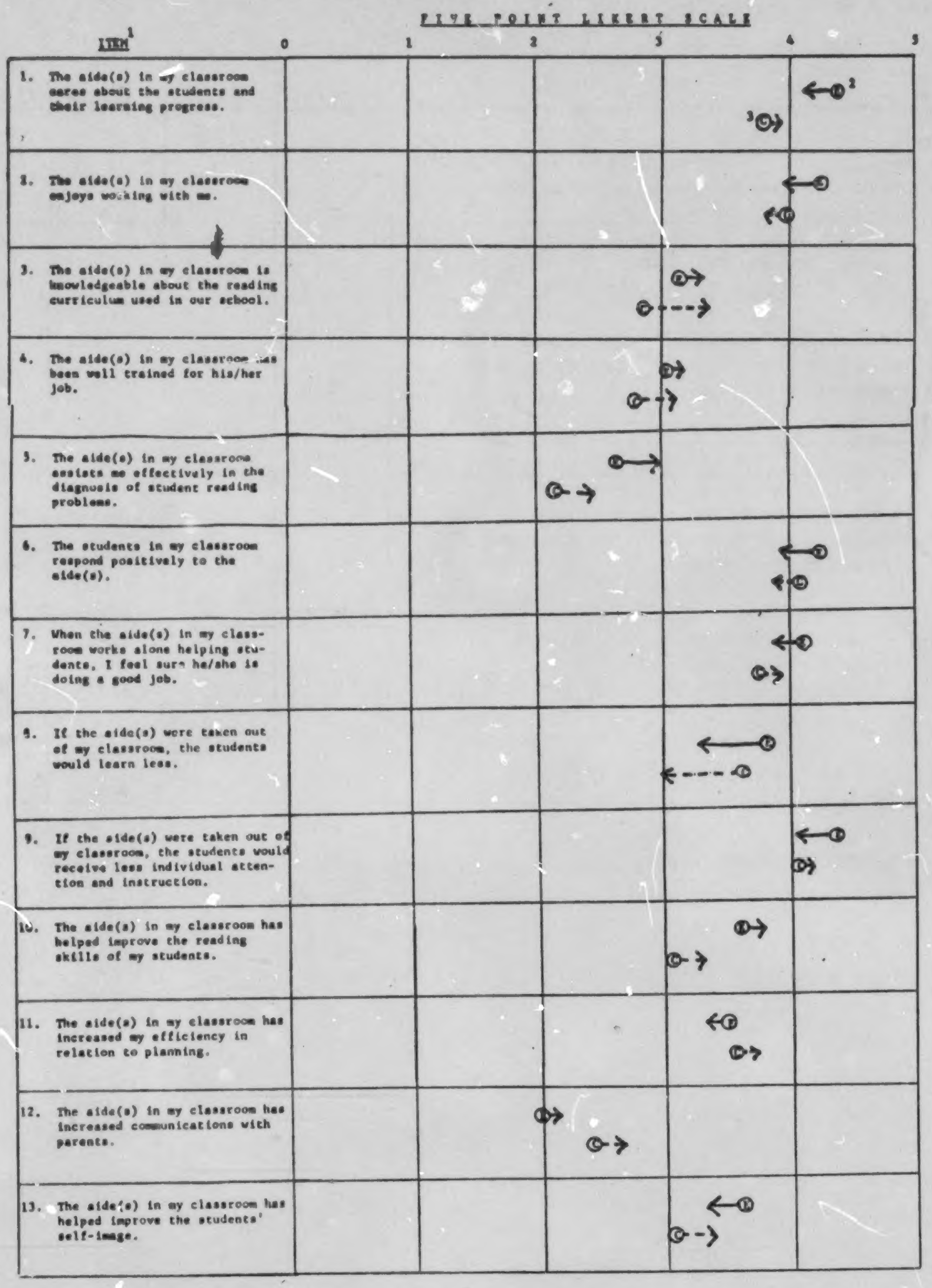
ITEM	METZ	PALM	MARTIN	ALLAN
● 67. The L.E.I.R. consultant has helped me to implement the L.E.I.R. program in my classroom	3.0357	2.9500	N.A.	N.A.
● 68. I have implemented the L.E.I.R. approach in my classroom to a great extent	3.0714	3.9479	N.A.	N.A.
● 69. The L.E.I.R. approach and materials have helped my students to develop a more positive self-image	3.4138	3.3158	N.A.	N.A.
● 70. I would like our school to continue using the L.E.I.R. program next year	3.7931	3.3500	N.A.	N.A.
71. Which of the following curriculum combinations would you choose for your classroom next year?	2.8519	3.0476	N.A.	N.A.
a. Basal only	2	4	N.A.	N.A.
b. Basal for high achievers and L.E.I.R. for low achievers	2	-	N.A.	N.A.
c. A combination of basal and L.E.I.R. for all	22	F	N.A.	N.A.
d. L.E.I.R. mainly, supplemented by basals for "free" reading	-	3	N.A.	N.A.
e. L.E.I.R. only	1	6	N.A.	N.A.

● Except where stated otherwise, all responses were made according to the following scale:

1	2	3	4	5
Completely disagree				Completely agree

TABLE I-9: CHANGE FROM FALL TEACHER QUESTIONNAIRE TO SPRING TEACHER QUESTIONNAIRE ON ITEMS RELATING TO CLASSROOM AIDES

PROJECT ASSIST ELEMENTARY (METZ AND PALM) TEACHERS VS. GENERAL AIDE CONTROL ELEMENTARY (BROOKE AND ORTEGA) TEACHERS



1. The aide(s) in my classroom cares about the students and their learning progress.
2. The aide(s) in my classroom enjoys working with me.
3. The aide(s) in my classroom is knowledgeable about the reading curriculum used in our school.
4. The aide(s) in my classroom has been well trained for his/her job.
5. The aide(s) in my classroom assists me effectively in the diagnosis of student reading problems.
6. The students in my classroom respond positively to the aide(s).
7. When the aide(s) in my classroom works alone helping students, I feel sure he/she is doing a good job.
8. If the aide(s) were taken out of my classroom, the students would learn less.
9. If the aide(s) were taken out of my classroom, the students would receive less individual attention and instruction.
10. The aide(s) in my classroom has helped improve the reading skills of my students.
11. The aide(s) in my classroom has increased my efficiency in relation to planning.
12. The aide(s) in my classroom has increased communications with parents.
13. The aide(s) in my classroom has helped improve the students' self-image.

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[1] Responses to these items were on a five-point Likert scale:

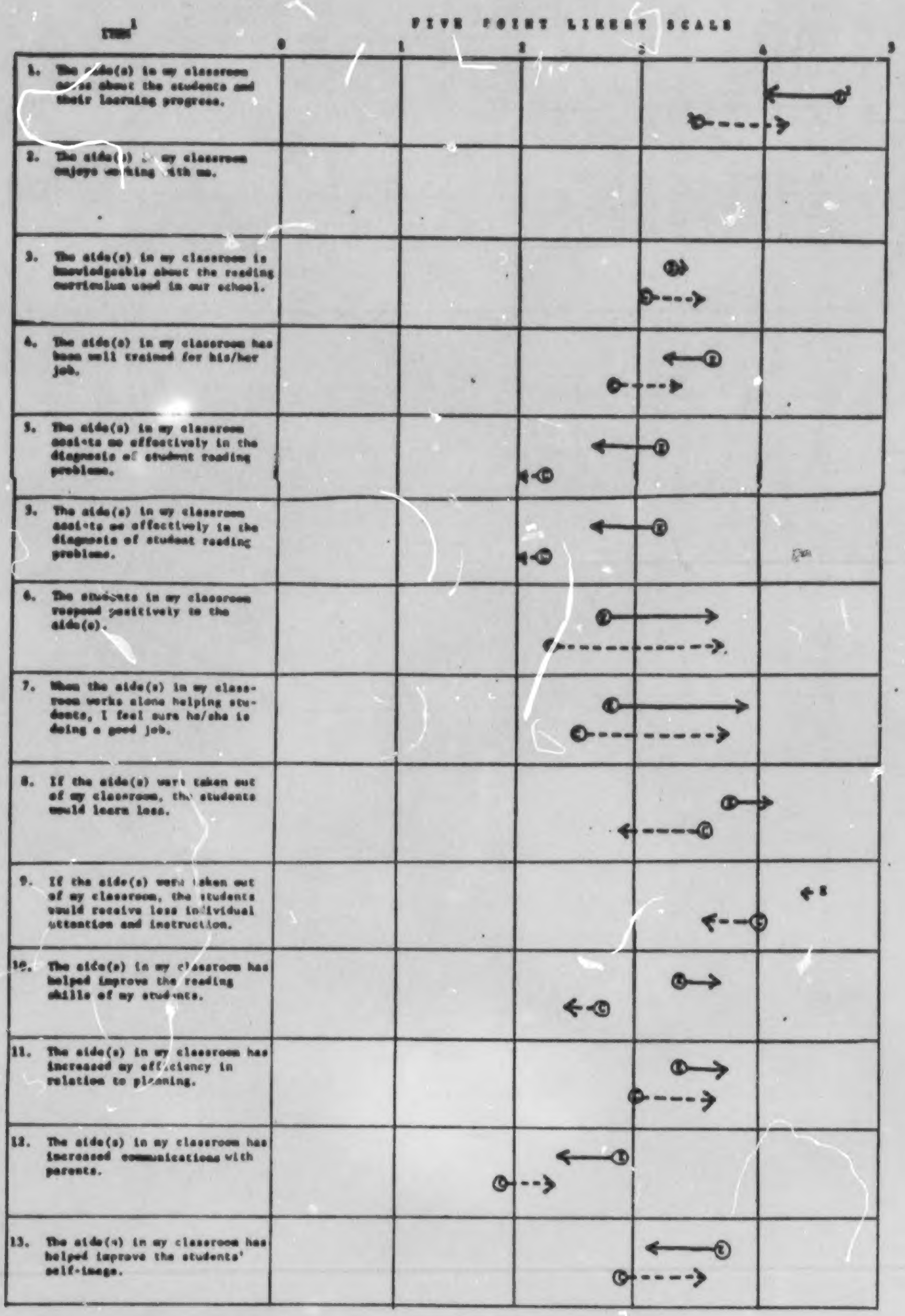
1	2	3	4	5
Completely Disagree				Completely Agree

[2] Ⓔ = Experimental (Project Assist) elementary teachers' responses. The tail of the arrow indicates the average of elementary Project Assist teacher responses to each item on the fall teacher questionnaire, and the arrowhead indicates the spring mean of elementary Project Assist teacher responses to that item.

[3] Ⓒ = Control (General Aide) elementary teachers' responses. The tail of the arrow indicates the fall average of of the elementary general aide control teacher responses to each item, and the arrowhead indicates the spring mean of elementary general aide control teacher responses to that item.

190

Table I-10: PROJECT ASSIST JUNIOR HIGH (MARTIN) TEACHERS VS. GENERAL AIDE CONTROL JUNIOR HIGH (ALLAN) TEACHERS



1. The aide(s) in my classroom cares about the students and their learning progress.
2. The aide(s) in my classroom enjoys working with me.
3. The aide(s) in my classroom is knowledgeable about the reading curriculum used in our school.
4. The aide(s) in my classroom has been well trained for his/her job.
5. The aide(s) in my classroom assists me effectively in the diagnosis of student reading problems.
5. The aide(s) in my classroom assists me effectively in the diagnosis of student reading problems.
6. The students in my classroom respond positively to the aide(s).
7. When the aide(s) in my classroom works alone helping students, I feel sure he/she is doing a good job.
8. If the aide(s) were taken out of my classroom, the students would learn less.
9. If the aide(s) were taken out of my classroom, the students would receive less individual attention and instruction.
10. The aide(s) in my classroom has helped improve the reading skills of my students.
11. The aide(s) in my classroom has increased my efficiency in relation to planning.
12. The aide(s) in my classroom has increased communications with parents.
13. The aide(s) in my classroom has helped improve the students' self-image.

[1] Responses to these items were on a five-point Likert scale: 1 2 3 4 5 (Completely Disagree … Completely Agree)

[2] Ⓔ = Experimental (Project Assist) junior high teachers' responses. The tail of the arrow indicates the average of junior high Project Assist teacher responses to each item on the fall teacher questionnaire, and the arrowhead indicates the spring mean of junior high Project Assist teacher responses to that item.

Ⓒ = Control (General Aide) junior high teachers' responses. The tail of the arrow indicates the fall average of the junior high general aide control teacher responses to each item, and the arrowhead indicates the spring mean of junior high general aide control teacher responses to that item.

Table I-11: SPRING TEACHER QUESTIONNAIRE RESULTS FOR PROJECT ASSIST EXPERIMENTAL SCHOOLS (METZ, PALM, AND MARTIN) AND GENERAL CONTROL SCHOOLS (BROOKE, ORTEGA, AND ALLAN)

ITEM	METZ	PALM	BROOKE	ORTEGA	MARTIN	ALLAN
41. I work with a Title 1 Kindergarten aide	(26) 1.1154	(19) 1.2632	(17) 1.4118	(26) 1.1538	(17) 1.3529	(12) 1.0000
42. I work with an ESAA, Project Assist aide	(26) 1.7308	(18) 1.7778	(17) 1.2941	(25) 1.4400	(18) 1.8333	(13) 1.7692
43 I work with an ESAA, Bilingual/Bicultural aide	(26) 1.2692	(19) 1.7805	(16) 1.1250	(25) 1.0400	(17) 1.5882	(12) 1.3333
44. The aide(s) in my classroom cares about the students and their learning progress	(25) 4.3200	(20) 3.8500	(18) 4.1111	(25) 3.8000	(17) 4.0000	(14) 4.2857
45. The aide(s) in my classroom enjoys working with me	(26) 4.2308	(20) 3.6000	(17) 4.1176	(25) 3.6800	(17) 3.7059	(13) 3.9231
46. The aide(s) in my classroom is knowledgeable about the reading curriculum used in our schools	(27) 3.4074	(20) 3.1500	(16) 3.750	(25) 3.1600	(18) 3.3333	(13) 3.5385
47. The aide(s) in my classroom has been well trained for his/her job	(25) 3.0000	(21) 3.2381	(16) 2.7500	(25) 3.3200	(17) 3.2353	(13) 3.3077
48. The aide(s) in my classroom assists me effectively in the diagnosis of student reading problems	(25) 2.9200	(20) 3.0000	(16) 1.9375	(25) 2.7600	(16) 2.6250	(12) 2.0833

Table I-11: (cont'd)

ITEM	METZ	PALM	BROOKE	ORTEGA	MARTIN	ALLAN
49. The students in my classroom respond positively to the aide(s)	(25) 4.0400	(19) 3.7895	(16) 4.1250	(25) 3.7200	(16) 3.6250	(13) 3.6923
50. When the aide(s) in my classroom works alone helping students, I feel he/she is doing a good job	(25) 3.9200	(19) 3.7895	(16) 4.2500	(25) 3.7200	(16) 3.8750	(13) 3.7692
51. If the aide(s) was taken out of my classroom, the students would learn less	(27) 3.2593	(18) 3.2778	(15) 2.4667	(26) 3.2692	(16) 4.0625	(13) 2.8462
52. If the aide(s) was taken out of my classroom, the students would receive less individual instruction and attention	(25) 4.1200	(19) 3.8947	(16) 4.3750	(25) 4.0000	(16) 4.3125	(13) 3.5385
53. The aide(s) in my classroom has helped improve the reading skills of my students	(25) 3.8800	(18) 3.5556	(16) 3.4375	(25) 3.1600	(16) 3.6875	(12) 2.4167
54. The aide(s) in my classroom has increased my efficiency in relation to planning.	(24) 3.4167	(18) 3.1667	(16) 3.8125	(25) 3.5600	(16) 3.7500	(13) 3.6154
55. The aide(s) in my classroom has increased communications with parents	(25) 2.3600	(17) 1.7059	(16) 2.6250	(25) 2.6000	(16) 2.3750	(13) 2.3077

Table I-11: (cont'd)

ITEM	METZ	PALM	BROOKE	ORTEGA	MARTIN	ALLAN
56. The aide(s) in my classroom has helped improve the students' self-image	(25) 3.3200	(18) 3.2222	(16) 3.2500	(25) 3.3200	(16) 3.1250	(13) 3.5385
57. The aide(s) in my classroom has worked co-operatively with me this year	(25) 4.3200	(19) 3.8947	(16) 4.2500	(16) 4.0400	(16) 4.3125	(13) 3.8462

ADMINISTRATION AND DESCRIPTION OF TEACHER INTERVIEW FORM

This instrument was given to all classroom teachers at Metz, Palm, and Martin in whose classes Project Assist Aides worked. The interviews were conducted in midspring, 1974, by Office of Evaluation staff. Interviewers were evaluators, classroom observers, data specialists, or evaluation interns, all of whom had either extensive interviewing experience or who had received training before going out to interview.

The instrument consists of thirteen questions, most of them open-ended, concerning the effects of Project Assist in their classrooms. The instrument was developed to yield information to the project coordinator for planning the next year's program and to provide evidence for certain current program objectives. The interview was designed to elicit the frank and open comments from teachers which it was felt a mailout questionnaire might not have elicited. The instrument was developed by Project Assist evaluation staff with some input from the project coordinator. The instrument was not standardized nor validated in any formal way. However it was felt by the staff after using the instrument that most teachers answered the questions frankly and forthrightly. In an informal assessment approximately 95% of the teachers interviewed said that they would rather be interviewed than fill out a questionnaire.

APPENDIX J

INSTRUMENT REPORT

PARENT INTERVIEW REPORT

Date/Period of Administration: April and May, 1974

Population: 102 parents of students at Metz and Palm

Administered by: Four ESAA Bilingual/Bicultural community representatives at Metz and Palm

Administration Supervised by: Office of Evaluation

INTRODUCTION

A ten percent random sample of parents of children at Metz and Palm was taken. From this sample interviews were conducted by community representatives from these schools. Parents were asked questions regarding Project Assist aides, the reading curriculum used in Metz and Palm, and their children's reading progress. A more complete description of the instrument used in its administration is found attached to this report.

OVERALL RESULTS

The results of these interviews are given in the following two tables. The overall results seem to indicate that parents at Metz and Palm approve of Project Assist reading aides being in their children's school and feel that they are doing a good job.

They react favorably toward the idea of children learning to read by writing stories about their own experiences and ideas (a L.E.I.R. technique), and indicated that their children had indeed brought home stories that they had written in school this year.

Metz and Palm parents tended to feel that their children read better this year than last year, and that their children are more interested in reading this year than last year. However, they are somewhat less certain that their children read as well as they should be reading.

COMPARISON OF METZ AND PALM PARENTS

Mothers at Metz and Palm and fathers at Metz and Palm were compared on their responses to each of the seven interview questions (see Table J-1). The only significant difference found between both the mothers and the fathers at the two schools was that Metz parents feel significantly stronger than Palm parents that their children are more interested in reading this year than last.

No significant differences were found between Metz and Palm parents on any of the other interview questions, although there were nonsignificant differences on most of the other questions in favor of Metz parents.

Parents responses were broken down by grade level, and are portrayed in Table J-2 attached to this report. However, so few responses are found in some of the groups as to make statistical analysis of the questionable value. Consequently, these analyses were not performed.

Table J-1: COMPARISON OF PARENT INTERVIEW RESULTS FOR METZ VS. PALM

Item	GROUP	N	MEAN	PROBABILITY LEVEL P
1. Do you feel it is a good idea to have these aides in your child's school? 1. No 2. Can't decide 3. Yes	Metz mothers	39	2.7949	.9291
	Palm mothers	31	2.8065	
	Metz fathers	19	2.9474	.2282
	Palm fathers	10	2.8000	
2. Do you feel that these aides in your child's school are doing a good job? 1. No 2. Can't decide 3. Yes	Metz mothers	38	2.8158	.2225
	Palm mothers	30	2.6667	
	Metz fathers	19	2.8947	.2956
	Palm fathers	10	2.7000	
3. Do you like the idea of your child learning to read by writing stories about his own experiences and ideas? 1. No 2. Can't decide 3. Yes	Metz mothers	39	3.0000	.0253*
	Palm mothers	30	2.8333	
	Metz fathers	18	2.9444	.1682
	Palm fathers	10	2.7000	
4. Do you feel your child reads as well as he should be reading? 1. No 2. Can't decide 3. Yes	Metz mothers	38	2.3684	.1154
	Palm mothers	28	2.0357	
	Metz fathers	19	2.3684	.1921
	Palm fathers	11	1.9091	
5. Has your child brought home any of the stories that he wrote in school this year? 1. No 2. Can't decide 3. Yes	Metz mothers	38	2.4211	.9549
	Palm mothers	30	2.4333	
	Metz fathers	20	2.4500	.5752
	Palm fathers	11	2.6364	
6. Do you feel your child reads better this year than last year? 1. No 2. Can't decide 3. Yes	Metz mothers	38	2.6842	.0723
	Palm mothers	28	2.3929	
	Metz fathers	20	2.8500	.1196
	Palm fathers	10	2.5000	
7. Do you feel your child is more interested in reading this year than last? 1. No 2. Can't decide 3. Yes	Metz mothers	37	2.7838	.0195*
	Palm mothers	29	2.4138	
	Metz fathers	19	3.000	.0068*
	Palm fathers	11	2.5455	
Total Scores 1. No 2. Can't decide 3. Yes	Metz mothers	40	18.4958	.2733
	Palm mothers	31	17.6435	
	Metz fathers	20	19.3657	.1007
	Palm fathers	11	17.9091	

* The differences between the two groups is statistically significant.

Table J-2: PARENT INTERVIEW RESULTS AT METZ AND PALM BROKEN DOWN BY SEX OF PARENT AND GRADE LEVEL

ITEM	GROUP	GRADE						Total
		K	1	2	3	4	5	
1. Do you feel it is a good idea to have these aides in your child's school? 1. No 2. Can't decide 3. Yes	Metz mothers	(9) 2.8899	(13) 2.4615	(10) 2.9000	(4) 3.0000	(6)3.0000	(12)2.9167	(39) 2.7949
	Palm mothers	(7) 3.0000	(10) 3.0000	(10) 3.0000	(7) 2.7143	(4)3.0000	(12)2.7500	(31) 2.8065
	Metz fathers	(4) 2.7500	(6) 3.0000	(5) 3.0000	(1) 3.0000	(2)3.0000	(7)3.0000	(19) 2.9474
	Palm fathers	(1) 3.0000	(1) 3.0000	(5) 3.0000	----	(1)3.0000	(3)3.0000	(10) 2.8000
2. Do you feel that these aides in your child's school are doing a good job? 1. No 2. Can't decide 3. Yes	Metz mothers	(9) 2.8889	(12) 2.6667	(10) 2.8000	(4) 2.7500	(6) 3.0000	(12) 2.7500	(38) 2.8158
	Palm mothers	(6) 2.6667	(10) 2.7000	(10) 2.7000	(7) 2.8571	(3) 2.3333	(12) 2.6667	(30) 2.6667
	Metz fathers	(4) 2.7500	(6) 2.8333	(5) 3.0000	(1) 3.0000	(2) 3.0000	(7) 2.8571	(19) 2.8947
	Palm fathers	(1) 3.0000	(1) 3.0000	(5) 2.8000	-----	(1) 3.0000	(3) 3.0000	(10) 1.3873
3. Do you like the idea of your child learning to read by writing stories about his own experiences and ideas? 1. No 2. Can't decide 3. Yes	Metz mothers	(9) 3.0000	(13) 3.0000	(11) 3.0000	(5) 3.0000	(6) 3.0000	(12) 3.0000	(39) 3.0000
	Palm mothers	(7) 3.0000	(9) 3.0000	(10) 2.9000	(7) 3.0000	(4) 3.0000	(12) 2.8333	(30) 2.8333
	Metz fathers	(4) 3.0000	(5) 2.8000	(4) 3.0000	(4) 2.5000	(2) 3.0000	(7) 2.8571	(18) 2.9444
	Palm fathers	(1) 3.0000	(1) 3.0000	(5) 2.8000	------	(1) 3.000	(3) 2.3333	(10) 2.7000
4. Do you feel your child reads as well as he should be reading? 1. No 2. Can't decide 3. Yes	Metz mothers	(9) 2.1111	(12) 2.4167	(7) 2.3000	(4) 2.5000	(6) 1.5000	(12) 2.5033	(38) 2.3684
	Palm mothers	(5) 2.4000	(8) 1.7500	(10) 2.0000	(7) 2.4286	(4) 1.7500	(12) 2.0000	(28) 2.0357
	Metz fathers	(4) 2.2500	(6) 2.5000	(4) 2.5000	(1) 3.0000	(2) 2.0000	(6) 2.1667	(18) 2.9444
	Palm fathers	(1) 1.0000	(1) 1.0000	(5) 2.0000	------	(1) 1.0000	(4) 2.0000	(11) 1.9091
5. Has your child brought home any of the stories that he wrote in school this year? 1. No 2. Can't decide 3. Yes	Metz mothers	(9) 1.6667	(12) 2.6667	(10) 2.2000	(4) 3.0000	(6) 2.0000	(12) 2.8333	(38) 2.3684
	Palm mothers	(6) 2.3333	(9) 2.3333	(10) 2.8000	(7) 2.7143	(4) 1.5000	(12) 2.6667	(30) 2.4333
	Metz fathers	(4) 1.5000	(6) 2.6667	(5) 2.2000	(1) 3.0000	(3) 1.6667	(7) 2.8571	(20) 2.4500
	Palm fathers	(1) 3.0000	(1) 3.0000	(5) 3.0000	----	(1) 1.0000	(4) 3.0000	(11) 2.6364
6. Do you feel your child reads better this year than last year? 1. No 2. Can't decide 3. Yes	Metz mothers	(9) 2.5556	(12) 2.5833	(10) 2.6000	(4) 2.5000	(6) 2.8333	(12) 2.6667	(38) 2.6842
	Palm mothers	(4) 2.0000	(9) 2.1111	(10) 2.3000	(7) 2.4286	(3) 2.0000	(12) 2.4167	(28) 2.3929
	Metz fathers	(4) 2.5000	(6) 2.8333	(5) 2.8000	(1) 3.0000	(3) 2.6667	(7) 3.0000	(20) 2.8500
	Palm fathers	(1) 1.0000	(1) 3.0000	(5) 2.0000	----	(1) 3.0000	(3) 2.3333	(10) 2.5000
7. Do you feel your child is more interested in reading this year than last? 1. No 2. Can't decide 3. Yes	Metz mothers	(8) 2.7500	(12) 2.6667	(10) 2.8000	(4) 2.2500	(6) 2.6667	(12) 2.7500	(37) 2.7838
	Palm mothers	(5) 2.6000	(12) 1.8889	(10) 2.4000	(7) 2.4286	(4) 2.0000	(12) 2.4167	(29) 2.4138
	Metz fathers	(3) 3.0000	(6) 3.0000	(5) 3.0000	(1) 3.0000	(3) 3.0000	(7) 3.0000	(19) 3.0000
	Palm fathers	(1) 3.0000	(1) 3.0000	(5) 2.6000	------	(1) 2.0000	(4) 2.2500	(11) 2.5455
Total Scores 1. No 2. Can't decide 3. Yes	Total Metz mothers	(9) 17.7593	(14) 17.5000	(11) 18.8182	(5) 19.4000	(6) 18.0000	(12) 19.5000	(40) 18.4958
	Total Palm mothers	(4) 17.4583	(6) 19.6667	(5) 19.6000	(1) 21.0000	(3) 18.1667	(12) 17.7500	(31) 17.6435
	Total Metz fathers	(7) 18.4786	(10) 17.0600	(10) 18.1000	(7) 18.5714	(4) 15.9000	(7) 19.8571	(20) 19.3667
	Total Palm fathers	(1) 17.0000	(1) 19.0000	(5) 18.2000	------	(1) 16.0000	(4) 18.2500	(11) 17.9091

ADMINISTRATION AND DESCRIPTION OF PARENT INTERVIEW INSTRUMENT

The Project Assist parent interview was administered in early May 1974 to a sample of ten percent of the parents of students who attended Metz and Palm who were chosen by random numbers. The interviews were conducted house-to-house by ESAA community-liaison personnel at Palm and Metz schools. They visited homes on weekdays during and after working hours, calling parents first for their convenience. Sampling error may have occurred since not all parents sampled were available or willing to be interviewed.

In all cases the interviewer read the questions aloud to the parent(s), then marked his or her responses on the interview form. Therefore, the interviewers met prior to the interviews with the evaluation staff for a discussion of interview techniques and an explanation of each interview question. Ways of paraphrasing the more difficult questions were discussed as well as correct interpretation of parents' answers. Since each question was written in both English and Spanish, there was also a discussion of language or "code" switching.

The instrument consists of seven questions concerning the parents' opinions of the concept and work of the Project Assist reading aides, the elementary reading program, and the progress of their children in reading. The instrument was developed by the project evaluation staff to determine the attitude of the community toward the project. Both mothers' and fathers' responses were solicited; the sex of the parent responding is indicated on the form. A copy of this instrument is attached to this report.

Parent Interview
ESAA Pilot Project Assist
AUSTIN INDEPENDENT SCHOOL DISTRICT

School ______________________

Date ______________________

Grade ______________________

In addition to the bilingual program, there is another project at your child's school this year called Project Assist. Project Assist is a reading program which puts teacher aides in the classrooms who help the teacher teach reading to children. These aides were trained in teaching reading before school started. The school feels that this extra help in the classroom allows students to receive more individual instruction from an adult and will help students.

Además del programa bilingue, en este año hay otro programa en la escuela de su niño. Se llama Project Assist. En este programa los asistentes ayudan a las maestras en enseñarles a leer a los estudiantes. Los asistentes recibieron entrenamiento en como enseñarles a leer a los alumnos. Con los asistentes, esperamos que cada estudiante recibe más instrucción por adultos.

1. Do you feel it is a good idea to have these aides in your child's school?

   ¿Cree ud. que un asistente debe ayudarle a la maestra?

Mother	1	2	3
Father	1	2	3
	No No	Can't decide Indeciso	Yes Si

Comments: ______________________

2. Do you feel that these aides in your child's school are doing a good job?

   ¿Cree ud. que los asistentes hacen un buen trabajo?

Mother	1	2	3
Father	1	2	3
	No No	Can't decide Indeciso	Yes Si

Comments: ______________________

3. Do you like the idea of your child learning to read by writing stories about his own experiences and ideas?

   ¿A ud. le gusta que su niño aprenda a leer por escribir cuentos de su propia vida y experiencias?

Mother	1	2	3
Father	1	2	3

Comments: ______________________

4. Do you feel your child reads as well as he should be reading?

¿Cree ud. que su niño lee tan bien como debe?

Mother	1	2	3
Father	1	2	3
	No	Can't Decide	Yes
	No	Indeciso	Si

Comments:____

5. Has your child brought home any of the stories that he wrote in school this year?

¿De los cuentos que ha escrito su niño en la escuela, ha traído unos a la casa?

Mother	1	2	3
Father	1	2	3
	No	Can't Decide	Yes
	No	Indeciso	Si

Comments:____

6. Do you feel your child reads better this year than last year?

¿Cree ud. que su niño lee (mejor o peor) este año que el año pasado?

Mother	1	2	3
Father	1	2	3
	No	Can't Decide	Yes
	No	Indeciso	Si

Comments:____

7. Do you feel your child is more interested in reading this year than last?

¿A su niño le gusta leer (más o menos) este año que el año pasado?

Mother	1	2	3
Father	1	2	3
	No	Can't Decide	Yes
	No	Indeciso	Si

Comments:____

APPENDIX K

INSTRUMENT REPORT

STUDENT INTERVIEW REPORT

Date/Period of Administration:	March and April, 1974
Population:	267 elementary and junior high students at Metz, Palm, Martin, Brooke, Ortega, and Allan schools
Data Collected by:	Project Assist Classroom Observers
Data Collection Supervised by:	Office of Evaluation

INTRODUCTION

Students were interviewed at each of the Project Assist schools (Metz, Palm, and Martin) and at the general aide control schools (Brooke, Ortega, and Allan). Only students from grades 3, 5, 6, 7, and 8 were included in this survey. The purpose of the interview was to assess the attitudes of students toward the use of aides as instructional personnel. Interviewers were the two classroom observers involved in the evaluation of Project Assist and two additional young adults who volunteered to help with the interviews. A more complete description of the instrument used and its administration is found attached to this report.

Statistical comparisons (t-tests) were made on the student interview data for the following groups:

1. All Project Assist schools vs. all general aide control schools
2. Project Assist junior high school vs. general aide control junior high.
3. Project Assist elementary schools vs. general aide control elementary schools
4. Metz Elementary vs. Palm Elementary (both Project Assist schools).

The results of these comparisons are found in the four tables attached to this report, and are discussed below.

RESULTS

Students at both the experimental schools and at the general aide control schools indicated a rather positive attitude toward the aide as an instructional person. The only significant difference found between all Project Assist students interviewed and all control students interviewed was that Project Assist students were more likely to seek out their aides for help in reading than were the control students (see Table K-1). This could be interpreted that students search out more help from reading instructional aides than from non-instructional aides.

There were no significant differences found between students at the experimental junior high (Martin) and the general aide control junior high (Allan) on this measure (see Table K-2).

The greatest differences in student attitudes toward their aides were observed when comparing the elementary Project Assist students with the elementary control students (see Table K-3). Control students had a stronger desire to have both an aide and a teacher in the classroom than did the Project Assist students. However, elementary Project Assist students indicated a greater willingness to ask assistance in reading from their aides than did the control students. Similarly, when given a choice, the experimental students showed a greater willingness to choose the aide to help them reading than did the control students.

As a final analysis, Metz and Palm students' responses were compared, and some differences were found (see Table K-4). Palm students indicated that they are more likely to go to the aide for assistance in reading than are Metz students. Likewise, Palm students also indicated that if given a choice they were more likely to choose the aide to teach them reading than were the Metz students. The total scores on student interviews indicate a difference in favor of Palm students, although the difference did not quite reach the required level of significance.

Table K-1: STUDENT INTERVIEW RESULTS COMPARING ALL EXPERIMENTAL SCHOOLS (MARTIN, PALM, AND METZ) WITH ALL GENERAL AIDE CONTROL SCHOOLS (BROOKE, ORTEGA, AND ALLAN).

ITEM	GROUP	MEAN	N	PROBABILITY LEVEL P
6. Would you rather have an aide and a teacher in your room, or just a teacher? 1 Teacher 2 Aide and teacher	Control	1.7925	106	.19[illegible]
	Experimental	1.7179	156	
10. If you need help in reading, who in the room do you usually go to for help? 1 Teacher 2 Aide or teacher 3 Aide	Control	1.1238	105	.004 *
	Experimental	1.4586	157	
12. Do you get more help when the teacher and the aide are in the room, than when just the teacher is there? 1 No 2 Not sure 3 Yes	Control	2.4771	109	.663
	Experimental	2.4304	158	
13. If you had a choice, who would you like to teach you reading? 1 Teacher 2 Aide or teacher 3 Aide	Control	1.4630	108	.203
	Experimental	1.6178	157	
16. When your aide is in the room, does the teacher ever have more time to work with you? 1 No 2 Maybe 3 Yes	Control	2.2477	109	.862
	Experimental	2.2278	158	
18. Would you like to have an aide again next year in your room? 1 No 2 Maybe 3 Yes	Control	2.7248	109	.783
	Experimental	2.7025	158	
TOTAL SCORE	Control	11.7248	109	.369
	Experimental	12.0190	158	

* The difference between the two groups is statistically significant.

Table K-2: STUDENT INTERVIEW RESULTS COMPARING EXPERIMENTAL JUNIOR HIGH (MARTIN) WITH THE GENERAL AIDE CONTROL JUNIOR HIGH (ALLAN)

ITEM	GROUP	MEAN	N	PROBABILITY LEVEL P
6. Would you rather have an aide and a teacher in your room, or just a teacher? 1 Teacher 2 Aide and teacher	MARTIN	1.7907	43	.611
	ALLAN	1.7400	50	
10. If you need help in reading, who in the room do you usually go to for help? 1 Teacher 2 Aide or teacher 3 Aide	MARTIN	1.2222	45	.702
	ALLAN	1.3000	50	
12. Do you get more help when the teacher and the aide are in the room, than when just the teacher is there? 1 No 2 Not sure 3 Yes	MARTIN	2.4444	45	.731
	ALLAN	2.3800	50	
13. If you had a choice, who would you like to teach you reading? 1 Teacher 2 Aide or teacher 3 Aide	MARTIN	1.6222	45	
	ALLAN	1.7000	50	.723
16. When your aide is in the room, does the teacher ever have more time to work with you? 1 No 2 Maybe 3 Yes	MARTIN	2.0222	45	.626
	ALLAN	2.1200	50	
18. Would you like to have an aide again next year in your room? 1 No 2 Maybe 3 Yes	MARTIN	2.5778	45	.908
	ALLAN	2.5600	50	
TOTAL SCORE	MARTIN	11.6000	45	
	ALLAN	11.8000	50	.764

No significant differences were found between the two groups.

210

Table K-3: STUDENT INTERVIEW RESULTS COMPARING EXPERIMENTAL SCHOOLS (METZ AND PALM) WITH ELEMENTARY GENERAL AIDE CONTROL SCHOOLS (BROOKE AND ORTEGA)

ITEM	GROUP	MEAN	N	PROBABILITY LEVEL P
6. Would you rather have an aide and a teacher in your room, or just a teacher? 1 Teacher 2 Aide and teacher	Brooke & Ortega	1.8393	56	.038 *
	Palm & Metz	1.6903	113	
10. If you need help in reading, who in the room do you usually go to for help? 1 Teacher 2 Aide or teacher 3 Aide	Brooke & Ortega	.9636	55	.000 *
	Palm & Metz	1.5536	112	
12. Do you get more help when the teacher and the aide are in the room, than when just the teacher is there? 1 No 2 Not sure 3 Yes	Brooke & Ortega	2.5593	59	.316
	Palm & Metz	2.4248	113	
13. If you had a choice, who would you like to teach you reading? 1 Teacher 2 Aide or teacher 3 Aide	Brooke & Ortega	1.2586	58	.016 *
	Palm & Metz	1.6161	112	
16. When your aide is in the room, does the teacher ever have more time to work with you? 1 No 2 Maybe 3 Yes	Brooke & Ortega	2.3559	59	.744
	Palm & Metz	2.3097	113	
18. Would you like to have an aide again next year in your room? 1 No 2 Maybe 3 Yes	Brooke & Ortega	2.8644	59	.225
	Palm & Metz	2.7522	113	
TOTAL SCORE	Brooke & Ortega	11.6610	59	.145
	Palm & Metz	12.1858	113	

* This difference was statistically significant.

Table K-4 : STUDENT INTERVIEW RESULTS COMPARING METZ AND PALM

ITEM	GROUP	MEAN	N	Probability Level P
6. Would you rather have an aide and a teacher in your room, or just a teacher? 1 Teacher 2 Aide and teacher	Metz	1.7727	22	.356
	Palm	1.6703	91	
10. If you need help in reading, who in the room do you usually go for help? 1 Teacher 2 Aide or teacher 3 Aide	Metz	1.2381	21	.036 *
	Palm	1.6264	91	
12. Do you get more help when the teacher and the aide are in the room, than when just the teacher is there? 1 No 2 Not sure 3 Yes	Metz	2.4545	22	.858
	Palm	2.4176	91	
13. If you had a choice, who would you like to teach you reading? 1 Teacher 2 Aide or teacher 3 Aide	Metz	1.2857	21	.048 *
	Palm	1.6923	91	
16. When your aide is in the room, does the teacher ever have more time to work with you? 1 No 2 Maybe 3 Yes	Metz	2.2727	22	.836
	Palm	2.3187	91	
18. Would you like to have an aide again next year in your room? 1 No 2 Maybe 3 Yes	Metz	2.8182	22	.589
	Palm	2.7363	91	
TOTAL SCORE	Metz	11.4545	22	.069
	Palm	12.3626	91	

* The differences between the two groups are statistically significant.

ADMINISTRATION AND DESCRIPTION OF STUDENT INTERVIEW INSTRUMENT

The Project Assist student interview was given to students at Metz, Palm, and Martin Junior High, and to an equal number of students at Brooke, Ortega, and Allan Junior High. At the junior highs, students at all grade levels (6,7 & 8) were interviewed; only third and fifth graders were interviewed at the elementary schools. At each school fifteen students were interviewed individually at each of these grade levels.

Observers from the project evaluation staff administered the instrument in mid-spring, 1974. Students were chosen by random numbers from the rolls of each school. Teachers were advised of the need to interview students and cooperated by excusing them for 15-20 minutes from class. The interviews always took place in the nearest quiet place where students would not be overheard, often in a corner of the school library. No special training was used, but the observers practiced the interview with several students as a "trial run" before interviewing the study subjects.

Problems with the interview administration were frequent but not critical. Students were often absent or had changed classes. In these cases more students were randomly selected. Sometimes teachers were testing or were otherwise unwilling to release their students. This caused some delays but no serious problems.

The instrument was a series of 18 questions developed by the Project Assist coordinator and evaluation staff. Some items were designed to help the student feel talkative and at ease, others to camouflage the critical questions on teacher aides and reading. The remaining six key questions which were the only ones to be coded for data analysis concerned the students' opinions of teacher aides.

The interview was designed specifically to measure student opinion in light of the following process objective: "Students will have a favorable attitude toward the use of aides as instructional reading aides." A copy of this instrument is attached to this report.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Evaluation
PROJECT ASSIST

STUDENT INTERVIEW

Student ______________________ School ______________________

1. What grade are you in? ______________________

2. What is your teacher's name? __________ ______________

3. What is your aide's name? ______________________

4. What subject do you like best in school? ______________________

5. What subject do you have the most trouble with in school? ______

______ 6. Would you rather have an aide and a teacher in your room, or just a teacher?

1	2
Teacher	Aide and teacher

7. Who teaches you reading? ______________________

8. What do you not like about your teacher? ______________________

9. What do you not like about your aide? ______________________

______ 10. If you need help in reading, who in the room do you usually go to for help?

1	2	3	______
Teacher	Aide or teacher	Aide	Other

11. What would you like to do when you grow up? ______________________

______ 12. Do you get more help when the teacher and the aide are in the room, than when just the teacher is there?

1	2	3
No	Not sure	Yes

______ 13. If you had a choice, who would you like to teach you reading?

1	2	3	______
Teacher	Aide or teacher	Aide	Other

14. What does the aide do that the teacher doesn't do in your room? ______

15. How many books have you read this year? ______________________

______ 16. When your aide is in the room, does the teacher ever have more time to work with you?

1	2	3
No	Maybe	Yes

17. What do you like to do in the afternoon when you get out of school?

______ 18. Would you like to have an aide again next year in your room?

1	2	3
No	Maybe	Yes

APPENDIX L

INSTRUMENT REPORT

AIDE QUESTIONNAIRE REPORT

Date/Period of Administration:	October, 1974
Population:	Project Assist aides at Palm, Metz, Martin and Allan Schools
Data Collected By:	Office of Evaluation Staff
Data Collection Supervised By:	Office of Evaluation

INTRODUCTION

A questionnaire was administered to aides at the Project Assist schools in October, 1973. This questionnaire was designed to measure the degree of cooperation and acceptance aides had found among the regular school staff. A more detailed narrative of the administration and description of this instrument is found at the end of this appendix. The aide responses are described below.

RESULTS

Metz Project Assist aides had a more posive response to almost all the items than did the other aides at Metz (ESAA Bilingual/Bicultural aides, Title I aides, AISD aides) (see Table L-1).

There was little difference between Palm Project Assist aides and other Palm aides to the questionnaire items. Palm aide responses to item #7 indicate that at the beginning of the year (October) Palm teachers did not understand what Project Assist aides were capable of doing as well as they understood what the other Palm aides capabilities were (see Table L-2).

It was possible to compare Martin aides with Allan aides (see Table L-3). On almost all items the Project Assist reading aides (Martin) gave more positive responses than did the untrained general aides (Allan). Martin Project Assist aides were not compared to other Martin aides, because there were so few other aides at that school.

SUMMARY

At the beginning of the first project year, Project Assist aides reacted positively to questions about the cooperation and acceptance extended them by their respective school staffs. It would appear that trained reading aides felt more accepted by teachers than did untrained general aides.

Table L-1: METZ AIDES' RESPONSES TO AIDE QUESTIONNAIRE ITEMS, OCTOBER, 1973

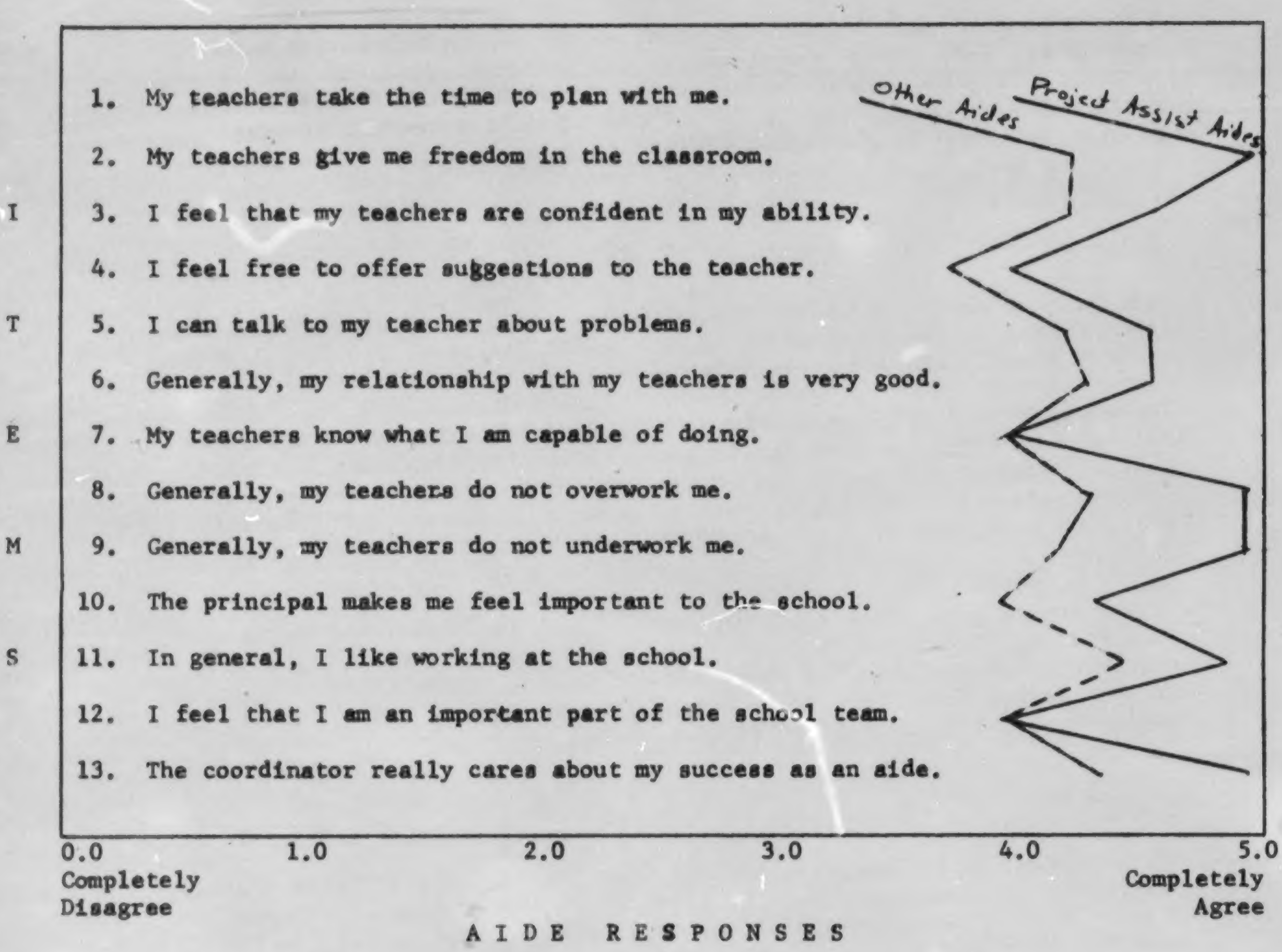
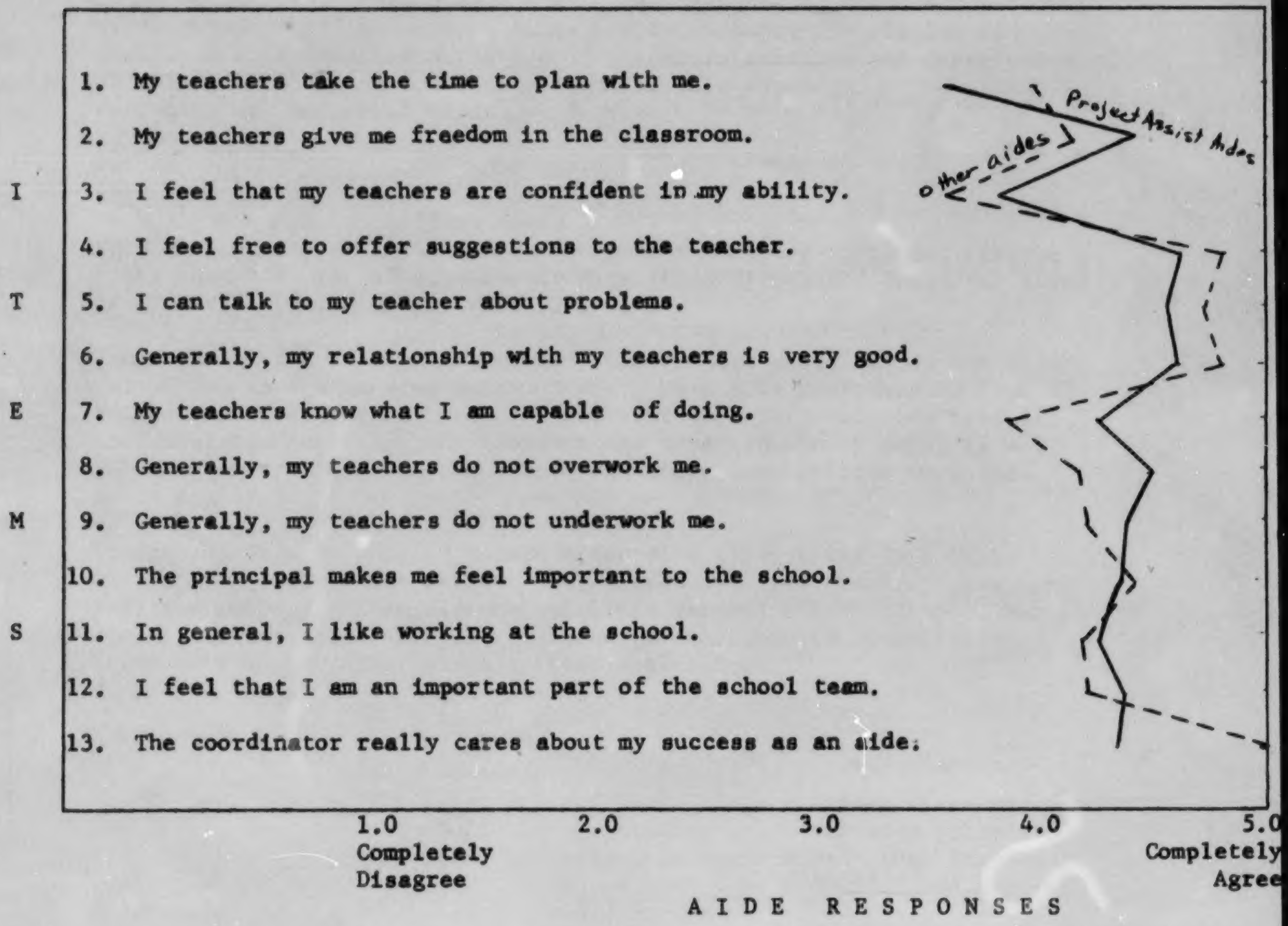
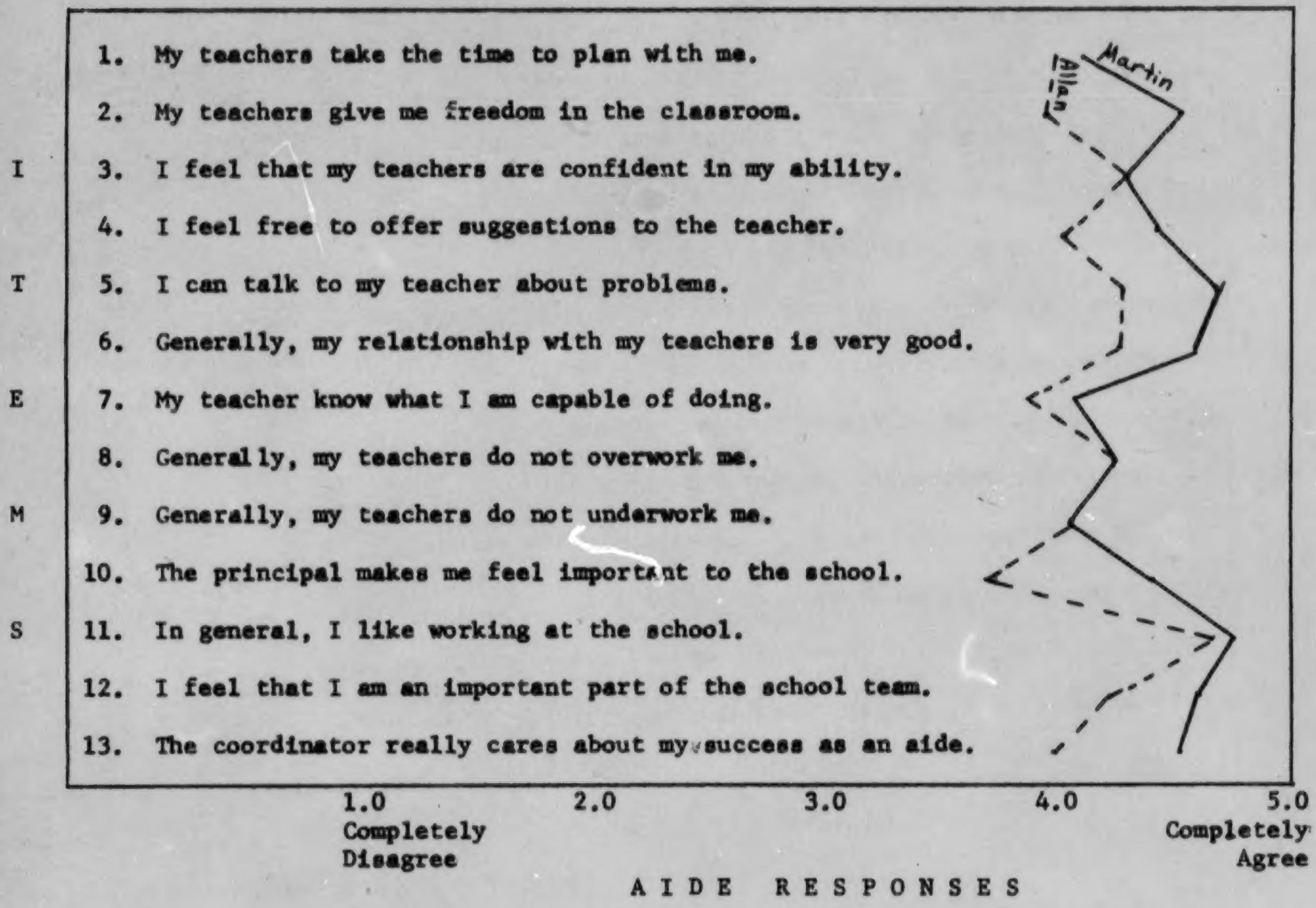


Table L-2: PALM AIDES' RESPONSES TO AIDE QUESTIONNAIRE ITEMS, OCTOBER, 1973



1. My teachers take the time to plan with me.
2. My teachers give me freedom in the classroom.
3. I feel that my teachers are confident in my ability.
4. I feel free to offer suggestions to the teacher.
5. I can talk to my teacher about problems.
6. Generally, my relationship with my teachers is very good.
7. My teachers know what I am capable of doing.
8. Generally, my teachers do not overwork me.
9. Generally, my teachers do not underwork me.
10. The principal makes me feel important to the school.
11. In general, I like working at the school.
12. I feel that I am an important part of the school team.
13. The coordinator really cares about my success as an aide.

Table L-3: MARTIN AIDES' RESPONSES VERSUS ALLAN AIDES' RESPONSES TO AIDE QUESTIONNAIRE ITEMS, OCTOBER, 1973



1. My teachers take the time to plan with me.
2. My teachers give me freedom in the classroom.
3. I feel that my teachers are confident in my ability.
4. I feel free to offer suggestions to the teacher.
5. I can talk to my teacher about problems.
6. Generally, my relationship with my teachers is very good.
7. My teacher know what I am capable of doing.
8. Generally, my teachers do not overwork me.
9. Generally, my teachers do not underwork me.
10. The principal makes me feel important to the school.
11. In general, I like working at the school.
12. I feel that I am an important part of the school team.
13. The coordinator really cares about my success as an aide.

ADMINISTRATION AND DESCRIPTION OF AIDE QUESTIONNAIRE FORM

The Aide Questionnaire was given to all reading and general aides at experimental and control schools. The questionnaire was delivered to the schools by the project evaluation staff in October 1973. The aides completed the forms on their own time.

There was one problem which could have affected the validity of the data. There was a very low return from two of the experimental schools (8 returns out of a possible 14). This situation was due to the procedures used by the project evaluation staff to retrieve the completed questionnaires.

The questionnaire consisted of thirteen questions concerned with the aides' feelings about their work, their school, the teachers they worked with, and the project coordinator. They were asked to rate their feelings on a 1 - 5 scale (1 = definitely disagree 5 = definitely agree).

The questionnaire was developed by the Office of Evaluation staff with input from the coordinator. It was designed to obtain formative evaluation information for the coordinator.

The questionnaire was not standardized.

APPENDIX M

INSTRUMENT REPORT

TEACHER INTERVIEW REPORT

Date/Period of Administration: Mid Spring, 1974

Population: All Teachers Who Worked With Project Assist Aides at Metz, Palm, and Martin

Data Collected By: Evaluation Staff

Data Collection Supervised By: Office of Evaluation

INTRODUCTION

All teachers at Metz and Palm and all Martin teachers who worked with Project Assist aides were interviewed in midspring, 1976, toward the close of the first project year by evaluation staff. The purpose of these interviews was to determine teacher reactions to the program and to elicit their suggestions for improving the project during its second year. Their reactions were summarized by school and published in three ESAA Project Assist Formative Evaluation Reports -- 2A, 2B, and 2C. The reader is referred to these reports for more detailed responses to the interview questions.

The following sections attempt to briefly describe teacher responses to questions asked during the interviews, and will point out any trends noted in teacher attitudes concerning Project Assist.

WHAT PERCENT OF SCHOOL TIME EACH DAY DOES YOUR PROJECT ASSIST AIDE SPEND ON: (VARIOUS ACTIVITIES)?

Teacher responses are noted below by school:

Metz	Palm	Martin		
58.89	77.24	66.9	a.	Reinforcing and/or tutoring small groups or individuals.
19.38	14.41	14.0	b.	Instruction supervision of large or total groups.
7.55	4.41	1.8	c.	Making materials for instruction.
4.61	1.76	1.2	d.	Making materials for display.
7.05	4.06	7.8	e.	Clerical duties (grading, dittoing).
2.50	0.88	7.9	f.	Other.

THIS YEAR MY PROJECT ASSIST AIDE HAS BEEN THE MOST HELP TO ME BY:

Teachers at all three project schools said that "individualizing instruction" was the greatest assistance provided by Project Assist aides. Other frequently volunteered responses were: making materials, clerical duties, reinforcing skills, making decisions, taking over for teacher sometimes, and reducing the pupil/teacher ratio.

222

DO YOU FEEL YOUR PROJECT ASSIST AIDE HAS BEEN EFFECTIVE AS AN INSTRUCTIONAL READING AIDE?

Teacher response to this question was very positive -- Metz teachers averaged 4.70 on this scale, Palm 4.41, and Martin 4.42. From these responses, it could be concluded that instructional reading aides were accepted by their teachers as classroom instructional personnel.

WHAT HAS BEEN THE GREATEST PROBLEM(S) WITH YOUR PROJECT ASSIST READING AIDE?

Teachers noted they had experienced problems with their aides in the following areas: absence and tardiness, not having the aide long enough, low reading levels of some aides, inadequate aide training in reading instruction, and not enough planning time with the aide.

WHAT HAS BEEN YOUR GREATEST DIFFICULTY IN ADJUSTING TO WORKING WITH AN INSTRUCTIONAL AIDE?

Teachers stated they had experienced the following difficulties in adjusting to working with an instructional aide: simply adjusting to another instructional person in the classroom, planning for the aide and finding time for this, and grouping for instruction by two persons.

DO YOU FEEL THAT YOUR STUDENTS THIS YEAR HAVE SHOWN A GREATER INTEREST IN READING THAN YOUR STUDENTS DID LAST YEAR?

Project teachers were not sure whether their students' interest in reading had increased this year. Metz teachers' average rating was 3.2, Palm 3.14, and Martin 3.4. Martin teachers thought their students' reading interest had improved more than did Metz and Palm teachers.

WOULD YOU LIKE TO HAVE A PROJECT ASSIST AIDE IN YOUR CLASSROOM NEXT YEAR?

No. of responses	50	1	4
	Yes	No	Undecided

The great majority of project teachers want to have a Project Assist aide in their room again next year. Of the 55 teachers who were interviewed, 91% answered yes to this question. The only "no" response indicated she already had an aide, and one was enough.

NEXT YEAR I WOULD LIKE TO SEE MY PROJECT ASSIST AIDE TRAINED BEFORE SCHOOL STARTS TO DO THE FOLLOWING THINGS:

Teacher responses are recorded by grade level in each of the three teacher interview formative reports. Generally, teachers indicated that all the topics covered in the first year's aide training program were appropriate, and made the following suggestions for additional topics: how to manage time and work faster, classroom and discipline management, lesson planning, and human relations techniques.

WHAT ADDITIONAL MATERIALS DO YOU NEED IN YOUR CLASSROOM NEXT YEAR THAT PROJECT ASSIST MIGHT SUPPLY YOU WITH? (THIS IS NOT A PROMISE, JUST A SURVEY)

Teacher requests for materials are recorded by teacher name and grade level in each of the three teacher interview formative reports. Frequent requests from elementary teachers were consumable items, visual aids, and books for students to read. Junior high teachers requested periodicals, audiovisual equipment and materials, and workbooks. Teachers at all three schools indicated that more of the same kind of materials supplied during the first project year would be welcome. Project staff responsible for supplying these materials are directed to read the formative reports for more specific direction in selecting materials.

WHAT HAS BEEN THE MOST BENEFICIAL EFFECT OF PROJECT ASSIST IN YOUR CLASSROOM?

Teachers indicated that individualized instruction was the greatest benefit of Project Assist. Other benefits mentioned were materials, new reading curriculum, bilingual community aides,for students to identify with, and relief and assistance for the teacher in the form of aides.

WHAT HAS BEEN YOUR BIGGEST DISAPPOINTMENT WITH PROJECT ASSIST?

Teachers indicated that inadequate [illegible]ing, aide schedule problems, inconvenient inservice and meeting times, inadequate teacher training, aide absenteeism, and inadequate program administration and coordination at school levels were disappointments to teachers during the first project year.

DO YOU HAVE ANY OTHER COMMENTS ABOUT PROJECT ASSIST WHICH YOU WOULD LIKE TO MAKE?

About an equal number of positive comments and suggestions were made. Suggestions focused on screening, hiring, and assignment of new aides, aide training, teacher training, reading curriculum used in project schools, materials, and program administration. The positive comments were general expressions of appreciation for the program and a belief that the program had had a beneficial effect during its first year.

SUMMARY

Program and school personnel are strongly urged to review the three formative reports which report teacher responses to these interview questions in much greater detail. There is much "miscellaneous" information in these reports which would be very helpful to persons responsible for staff development, materials selection, supervision, and administration of Project Assist.

The table on the following page summarizes teacher opinion concerning the attainment of several of the program objectives.

Table M-1: SUMMARY OF TEACHER OPINION CONCERNING THE ATTAINMENT OF SEVERAL PROJECT ASSIST PROGRAM OBJECTIVES

OBJECTIVE	EVIDENCE
Improved student interest [illegible] in reading	Project teachers feel this is [illegible] probably not happening. They feel that this year's students have about the same interest in reading as their students had last year (see page M-2 of this appendix). Teacher perceptions indicate that this objective was probably not met.
Aides will each work at least 90% of school classtime in reading activities.	Project teachers perceive that Project Assist aides are spending at least 90% of school time in direct instructional contact with students (see page M-1 of this appendix). Teacher perceptions indicate that this objective is being met.
Teachers will have a favorable attitude toward use of aides as instructional reading aides.	Project teachers feel quite strongly that their Project Assist aides have done a good job as instructional aides (see page M-2 of this appendix). Teacher perceptions indicate that this objective is being met.
Teachers will effectively use aides in reading activities.	Project teachers perceive that the Project Assist aides have been most useful by helping to individualize reading instruction (see pages M-1 and M-3). Assuming that "individualizing instruction" is an effective use of aides, teachers perceive that this objective is being met.

APPENDIX N

INSTRUMENT REPORT

AIDE INTERVIEW REPORT

Date/Period of Administration: Late Spring, 1974

Population: All Project Assist Aides at Palm, Metz, and Martin

Data Collected By: Evaluation Staff

Data Collection Supervised By: Office of Evaluation

INTRODUCTION

The aide interviews were conducted by Project Assist evaluation staff in May, 1974. Twenty of the 23 Project Assist aides were interviewed on 27 questions. Each of those questions and the aides' responses are found in this appendix, reported by school. No analyses other than simple tallies were done on these responses.

Program and school personnel are strongly urged to study this appendix in detail. Many cogent points are made by the aides in these interviews. Their observations and suggestions to contribute to an even stronger, more successful project year.

1. What grade level(s) do you teach?

Palm		Metz		Martin	
Grade	#Aides	Grade	#Aides	Grade	#Aides
K	1	K	1	6th	4
1st	1	1st	1	7th	8
2nd	1	2nd	1	8th	5
3rd	1	3rd	1		
4th	1	4th	1		
5th	1	5th	1		

(Martin aides work with more than one grade level)

2. With how many teachers do you work?

Palm	2.66 teachers/aide
Metz	3.30 teachers/aide
Martin	2.9 teachers/aide

3. How many years experience as an aide have you had before this year?

Palm	.6 years experience
Metz	0 years experience
Martin	.6 years experience

4. What percentage of each day do you spend in:

Palm	Metz	Martin	
56.83%	43.33%	69.22%	a. Reinforcing and/or tutoring small groups or individuals.
22.59%	24.17%	18.00%	b. Instructional supervision of large or total groups.
6.50%	10.00%	2.67%	c. Making materials for instruction.
5.83%	10.83%	1.22%	d. Making materials for display.
7.00%	11.67%	8.89%	e. Clerical duties (grading, dittoing).
1.33%	—	—	f. Other.

5. Have you seen any improvement in children's reading this year that you could attribute to your work?

Palm

No	Uncertain	Yes
		~~1111~~ 1

What work have you done with them that you feel made the difference?

Individual attention that kids couldn't receive in classroom; aide used a wide range of word attack skills and general reading techniques; most important was individual regular attention.

Giving them individual attention. Often children came to aide to get explanation of things couldn't understand.

Aide did better with one student only; three maximum for effective work. Own materials (made by aide) were noticeably more effective.

Playing reading games made a lot of difference, reading from a reader was good when done with indidivual help. Lots of patience helped. Work outside the room was often necessary. Some work wasted in crowded classroom.

Consonant and vowel practice in English, and the same in Spanish.

Phonetic practice with kids including initial and final sounds.

Metz

No	Uncertain	Yes
1	1	111

What work have you done with them that you feel made the difference?

Aide has used the sounding-out of words, especially focusing on vowels; results felt in spelling as well as reading. Kids needed much confidence; gotten by being told repeatedly that they're doing well.

Too new to judge.

This aide is not responsible for school reading instruction.

Helping them sound out words, reviewing words, listening to them read.

Individual work and repetition, many questions.

Martin

		~~1111~~ 1111
No	Uncertain	Yes

What work have you done with them that you feel made the difference?

Aide makes sure that kids do their work. Largely because of effective disciplinary tactics, often with free time as a reward for work.

Working with flash cards, Dolch words; used dictionary a lot. Just reading books and stories. Having a 6th grade reading lab helps.

Explaining to them to take their own time (individualizing instruction). Using soft music helped some students to work.

Working in small groups has helped. Working closely with children. Having them re-do their work until it's correct.

Mostly discipline work with them. Then they have gotten down to work. They must learn to follow instructions before they can work.

Encouraged independent learning.

Speaking Spanish with them, translating for them. I just got out of school (am 19 years old myself); some other aides have forgotten how to do some of the stuff.

The individualized approach (small groups, two instructional people) has helped. My being Mexican-American did help, because I could approach them and I knew them. I think they had fun learning when they were with me.

Working with them in small groups is better for them. They will all get involved. If I use Controlled Reader as a game, they get involved a lot more. I give points and have rules. They respect this system. Teachers and students like this approach. Have even used money for prizes occasionally. This game approach works best with lower levels. Even shy students will find themselves enthusiastic about it.

6. What training do you think a Project Assist aide working at your grade level needs?

Palm

Thorough reading techniques, training with teachers so aides and teachers understand, and so reading terms are common between aide and teacher (avoids misunderstanding). Diagnostic skills very important.

Phonetic skills, motivating skills, training with games as in this year's game workshops.

Half 1st grade kids haven't ever been to school. Many are afraid, don't see teacher figure as helper, but punisher, at least until you get to know them. Aide should know how to do this. Next, aide should know how to test them, find out what they know.

Phonics should be emphasized; how and where to get materials; how to plan with teachers - and the teachers need that training too.

Training in giving individual instruction in English and Spanish, specifically with consonants, vowels, and diphthong inventories. Also, how to use games, not just making them. LEIR books were not explained by levels. The LEIR levels for each book were explained incorrectly.

Explain work in more detail, notably LEIR program (for which aides were supposed to get a notebook that they never got).

Metz

Mostly in the major reading skills and techniques; (materials need to be introduced). Show aide step by step how to introduce the vowels, what rules to use, and what rules to tell or not to tell the kids.

G.E.D. training seems to be sufficient.

Difficult question- spend time with teacher in general preparation.

More practice on phonetics and sounds.

Not sure - something in language area, including punctuation.

Start from beginning. Learn how to get along with kids, express yourself, and be liked by them.

Martin

How to use a grade book, check roll, how to cope with an assignment in the case of absence of a teacher.

More training in all kinds of reading and English materials. Also parts of speech (adverbs, adjectives, etc.).

Whatever field (English is mine) the aide is assigned to, she should be given training in. I could have used more training this year in pronouncing words and spelling.

Long and short vowels, etc.

All the things we've had this year.

Don't know.

How to run the reading lab machines. Need to become familiar with all the materials we will use in school. We need to practice reading and talking to a group to overcome our shyness if possible before school starts.

Lot of training in disciplinary action. Prepositional phrases, diagraphs, folklore, and mythology (needed a refresher in these throughout the year).

Need more training in discipline. At first it was real bad. Need training to not be shy speaking in front of the class. Need help in pronouncing words (word attack skills), especially with on-grade level kids. (use videotape)

7. What kinds of in-service and training have you found most helpful this year?

Palm

Not very helpful for this aide - too elementary. Some things that were good: rhymes, diagraphs, nomenclature.

Initial conferences in what to expect generally, a little training in sounding out words (phonetics), making of games.

Discipline training and reinforcement, also how to help children with emotional and learning problems.

Children really enjoyed and aides really utilized their reading games; training in testing was very much needed.

Basic English phonetic skills - short and long vowels. Training repetitions and diphthong training insufficient.

Notebook for use with the newspapers was effective.

Metz

Some tapes for rhyming and one LEIR workshop with feet-drawing and story-writing was good.

None given.

Workshops with dramatization, orchestration, portrayal, etc., and art work.

Planning what to do with kids each day (before school started). Sometimes teachers helped a little.

Has had no inservice or training.

No training.

Martin

Didn't get any training at all when hired.

All of it was a lot of help.

Pre-school training (pronunciation, vowels, etc.) at Kealing was helpful.

Phonics in-service.

Service Center (Region XIII) training by Margaret Miller was helpful.

Don't know.

Confrontation skills, "you own the problem" types of training was helpful.

Reading inventories, readability level formulas, games workshops, pre-school training in general was good.

Classes on phonics, suffixes were very helpful (consonants, vowels, syllables, etc.). Wish we could have more training in this. Maybe even the same thing again as a reminder.

8. What kinds of in-service has not been provided that you would liked to have had?

Palm

Not too much - but needed some with teacher and the aide.

Not sure except general fifth grade skills.

How to treat kids with emotional problems. Basic reading skills needed to be covered; how to test and assess kids abilities.

More training as to what to do in kindergarten. This aide was told both that she could and could not teach kids a certain skill at kindergarten level.

Training in the use of machines like language-masters (using them effectively instead of just making them function).

LEIR should be explained in more detail. More explanation on other materials than LEIR, for example on the filmstrips.

Metz

Workshops that concentrate on teaching skills to children rather than art, or workshops that deal only with materials making. Aide had no training when first employed in the reading skills she needed most.

Didn't think about it, or think it necessary.

How to handle kids outside playing games during recess and how to handle them physically. (Kindergarten aide needs this).

More phonetics, ditto machine (?), disciplinary inservice!!!

How to get along psychologically vis-a-vis discipline.

Some general training before got started - any areas needing training with planning component.

Martin

Don't know.

Nothing.

None.

None.

More disciplinary techniques would have helped. I think practical experience helps this.

Don't know.

Get-together of all Project Assist aides much more frequently to discuss problems and solutions and to share information.

Discipline areas. Refreshers throughout the year in reading technology. Need much more training in confrontation skills and getting it out at the beginning of a situation rather than holding it in until it explodes. Teach aides and teachers about the destructiveness of gossip.

Training of aides together with the teachers so teachers can know what the aides are able and supposed to do.

9. What training do the teachers at your grade level need to work successfully with a Project Assist aide?

Palm

Teachers need to know what aide is capable of doing; teachers fear that aides are ruffians off the street, need confidence and familiarity with aide; also aide's responsibilities should be perfectly clear.

Especially at first, didn't know what Project Assist aide's job was. Teachers didn't understand LEIR very well: Consultant came over, but she only worked with one 5th grade teacher on LEIR.

A week of doing work with the teachers, so teachers will understand aide's abilities, restrictions.

Need to know how to use a lesson plan in co-operation with a Project Assist aide, aide got very little explanation of the lesson plan process.

Not to assign Project Assist aides to make materials, grade papers, put up bulletin boards during instructional time.

Include teachers on the in-service training in the summer etc. in which aides are trained. Also school the teachers in capabilities and limitations of the aides.

Palm

Not to be so demanding, but more importantly to understand completely the role and job of a Project Assist aide. Aides should be allowed time and opportunity to plan with the teacher during each week.

It follows from common sense.

Some counseling necessary for teachers that don't like Project Assist aides (or any aides). Some teacher should straighten out such teachers (who have power complexes). Aide should have some person or recourse.

I don't know (my teachers don't usually work with me).

Such training that she will always be prepared with a lesson planning and/or schedule for the aide in upcoming period.

All teachers competent.

Martin

Teachers and Project Assist aides should always have practice together before going into an actual classroom. Also the aide should have a chance to be alone with a group of kids.

Training to teach them what aides are supposed to do.

If we could all go to training a couple of weeks together and have an outline to work by.

None - they seem to have always worked well with the aides.

Training in how to use the aides (teachers were at loose ends at first. Now they do O.K.). In-service for teachers seemed to help them. We were mostly doing maid jobs at first.

None.

Confrontation training for the teachers.

Need to know what our jobs are. Pre-school joint teacher-aide training will help. (Maybe aides should not be put into a class with a first year teacher).

Training in dividing up the class for two instructional people in the class. Training to teach the teacher what aides can do. Training in how to professionally communicate with the aides in classrooms in front of students.

10. Do you feel that students' attitude toward reading has improved this year?

Palm

	1	11	11	1
1	2	3	4	5
No change				Definitely improved

To what do you attribute this change?

Individualized attention, and LEIR program has helped a little bit.

Some change noted in that there were some Scholastic Books on many levels that kids would pick out on their own and read, but usually this wouldn't happen.

Aides individualized instruction; the new materials made and utilized.

(Kids came to aide and asked to read with aide). Reason was having someone (aide) sitting with the kids, encouraging and listening.

Kids have picked up a general familiarity with books, including making their their own books, thus getting into reading books easier.

Individual attention, working with kids one-to-one.

Metz

		1	1	1
1	2	3	4	5
No change				Definitely improved

To what do you attribute this change?

Because of the very fact of knowing how to read better, feeling more successful.

No comment.

Not sure - books are well illustrated, that's important for kindergarten.

Their fun - stories, the colorfully illustrated paperback books we got.

Martin

		111	1	~~1111~~
1	2	3	4	5
No change				Definitely improved

To what do you attribute this change?

Students know that aide will report to their parents any flagrant lack of cooperation.

They have had an aide to ask questions to. Teachers are sometimes to busy to answer questions which aides have time to answer.

Taking time with the child and letting him select some of his own reading materials.

Having additional instructional help.

The individual and small group instruction. Most of the students won't read well or know how to use a dictionary without special help.

Don't know.

Think the reading lab is too boring for them; if anything their attitudes toward reading have worsened.

Materials were made available - they like them (colorful illustrations help). Enthusiasm of aide and teachers helps. Feel my enthusiasm has rubbed off on them.

The training that the aides have had. New reading textbooks, e.g., a practice reader with a tape (provided by Project Assist). Working in small groups and getting involved - this is so important. The audex machines have helped too.

11. Do you feel that your teachers would like to have a Project Assist aide in their classrooms again next year?

	No	Uncertain	Yes
Palm		1	~~1111~~
Metz			~~1111~~
Martin		11	~~1111~~ 11

12. Do you feel that your teachers think you have been effective as an instructional reading aide this year?

	1 Definitely No	2	3	4	5 Definitely Yes
Palm			11	1	111
Metz			11	11	1
Martin			11	11	~~1111~~

13. In general, how would you characterize the work with your teachers this year?

	1 Not enjoyable		2		3		4		5 Enjoyable
Palm				1 1		1		1	11
Metz					1		1		111
Martin					1				~~1111~~ 111

	1		2		3		4		5
Palm				1	11		1		11
Metz					1		1		111
Martin					1				~~1111~~ 111
	Not Cooperative								Cooperative

	1		2		3		4		5
Palm				1		1	1	1	11
Metz							111		11
Martin					1				~~1111~~ 111
	Not Rewarding								Rewarding

	1		2		3		4		5
Palm				1	11		1	1	1
Metz							111		11
Martin					1				~~1111~~ 111
	Not Effective								Effective

14. Has your schedule been satisfactory this year?

	Palm	
1	11	111
No	Uncertain	Yes

How could it be improved?

Schedule has changed almost every month, good point was that this aide managed to make her own schedule. This worked excellently.

By allowing the aide to spend her total time with one teacher, rather than three.

Needed improving at first of the year, but okay now.

Aide should be put at one grade level only; the three grade level assignment was difficult because, for one thing, aide has to get materials for three different grade levels.

Two groups of kids see aide for a whole month at a time, but only every other month; continuity lost.

Metz

		1111
No	Uncertain	Yes

How could your schedule be improved?

Not necessary, because aide is able to stay long enough with each group to help them effectively.

The changing of aides schedule by teachers is the aspect that should be eliminated. Much bickering, jealousy. It had to be changed so much at first of year.

No problems.

Could spend more time with one teacher at a time. Only in each room 1½ hrs. a day and much of it is spent preparing and moving.

Maybe have aide assigned to classrooms in proximity of each other.

Well and evenly divided (already).

Martin

	1	1111 111
No	Uncertain	Yes

How could your schedule be improved?

It's OK now.

I would like to stay with only 2 teachers and 1 grade level. Four teachers is too many for one aide to work with.

Don't have enough time to work with one child. Could fix it to stay in a class longer than I do.

None.

I would like to stick to one grade if I could.

I like working with different teachers instead of just one.

None.

None.

None.

15. What materials have you found most useful this year as a reading aide?

Palm

Sheets from coordinator with skills, checklists that aides can run off and keep; list of differences between Spanish and English - grammar, sounds. Games especially small games, word games, those made by aide.

Filmstrips, tape recorders (aide brought own from home), games, books (especially Scholastic Books which had little forms to check if they had been understood, liked the book, got the main idea etc.)

Materials made by aide (spent $50 making own materials).

Games probably the most useful, flash cards like "Words all authors use" were good; aide used cards to get kids to extract key sounds from familiar words.

Dictionaries and word banks.

Filmstrips were good, games made by the aides, word lists from LEIR.

Metz

Hasn't had a chance to experience many materials.

Games with consonent and vowel sounds, also blends, flash cards useful; worksheets were major factor, since the completion of worksheets served as a diagnosis of how much the kids knew.

Art materials, game-making instruction and materials.

Flash cards, chalkboard, chalk, pretty and different books.

Not much contact or experience with specific materials,

Charts made out by a teacher (worksheets, to eliminate blackboard writing).

Martin

Project Assist materials from Scholastic books. Small paperback books on social issues, ecology, psychology, etc.

Dictionaires, reading games, book series with questions in back (SRS), flash cards (very helpful!) 6th grade reading lab.

The books and legal-sized workbooks provided by Project Assist. Films that go along with some of the readings.

Hoffman readers, Plus four curriculum, Dr. Spello workbooks.

Reading inventory Mrs. Kemp gave us at the pre-school workshop.

Everything has come in handy.

None.

Not applicable (work in the reading lab).

Scholastic practice pads, Beyond the Block Books, Readers Digest, Pictocabularies.

Readers Digest, the new practice readers ("A,B,C.") Control reader (used in reading lab, Pilot Readers kit, Career Choice material.

16. What materials would you like to have next year that you have not had this year?

Palm

No comment,

Reading kits or programmed materials; games; always need paper to laminate self-made materi[illegible] also tagboard.

244

Likes art materials, thinks kids could bring things from home, also tape recorders are nice.

"Speech to print phonetics" kit to use with top and low groups.

More easier reading materials for slow kids. (4th)

(Not familiar enough),

Martin

More films.

Spanish-English dictionaires (I worked with Mexican national).

Blank tape recordings for children to record on and play back for self-evaluation of their expression.

More Hoffman readers.

Any new kind of material that comes out.

No suggestions.

More reading games - had time for them but had not enough materials. These materials would provide motivation.

More practice pads (didn't have enough this year), filmstrip projector and (more of them) films for the room.

17. Do you think the Project Assist team meeting has been helpful this year?

	Palm	
	~~Hill~~	11
No	Uncertain	Yes

How could it have been better?

Meetings might be effective once a month. Agenda helps, but not that important. Meeting should be used for reading ideas but not necessary to meet as frequently as year goes by. At first, very necessary.

The reason for effectiveness was the individual people themselves. Some sharing, interchange of ideas, and use of an agenda did help.

Team leader for the month should have weekly conversation with coordinator, then aides could be informed well and regularly.

Maybe once a month is plenty, after an initial period of once a week meetings. Someone from the evaluation office should be there.

Criticism (in the meeting) should be construed positively rather than negatively. Reason: Aides were brought on (to teachers) too strongly. Everyone was then critical of the Project Assist aides.

If the coordinator met with the aides sometimes. Principal said "Come to me first" but some problems were not of a nature that aides could solve with principal.

Metz

No	Uncertain	Yes
11		11

How could it have been better?

Meeting not carried off well this year: should be more organized.

Has not been going to meetings

Meetings haven't been coming off. Aides don't really cooperate in effecting meetings (They don't happen).

We didn't have any meetings this semester; didn't know who team leaders were.

(Has not had meetings).

Has not had meetings.

Martin

No	Uncertain	Yes
1	1	~~1111~~ 11

How could it have been better?

Project Assist representatives should always be here. Otherwise the problems and solutions usually are not heard and acted on.

None .

Everyone expressed themselves well this year. Feel we were a good team here at Martin.

All it was was gossip and complaints. If we're going to have meetings, it should be about our work. That's why I didn't care to go anymore.

By having more meetings (haven't had one for the last two months).

It was O.K.

If they were weekly and attendance was required, with an agenda. Just like a faculty meeting. No one takes our meetings seriously. They have not been enforced.

They need to be more frequent. If everyone attends with unbegruding feeling about the meeting, the meeting will be effective. Need to know at the beginning of the year the purpose of the meeting.

Improve the aide attendance and involvement. The time (late in the afternoon) is not so good. Maybe a lunch period would be good. Have people bring out problems during the team meeting, not before or after it. Causes strife.

18. Do you think that the substitute aide position is a good one?

	Palm	
111	1	11
No	Uncertain	Yes

Why?

Evaluator has list of reasons why this aide thinks the position is a good one. Substitute must be reliable.

Depends heavily on the person - she must be flexible, pleasant and easy-going, not of the type that will become self-serving or conceited by the position.

Takes a certain personality and capabilities to perform and get along with the job. Some resent having to substitute; some are not dependable.

Substitute aide typically comes in, is not familiar with the children, materials, levels or sequence of instruction. Often more than one is absent, and the teacher is without an aide anyway; also teachers get accustomed to an aide, and use her integrally - cannot so use a substitute.

Good for teachers because they are not left up in the air in case of aide absence, students profit in that they have an aide rether than being without.

Conflict of responsibility ever the same kids. Substitute tends to "horn in" on aide's plans, methods. Substitute also comes to think of self as superior.

Metz

11		111
No	Uncertain	Yes

Why?

Absences probably occur because of the very fault that there is a substitute aide present to take one's place.

Because an aide is helpful and almost necessary, so work needs to be done.

Absences should be substituted for.

Substitute aide didn't know what she was supposed to do in my class. If more than one aide absent, teachers fought over who was to get her.

What would the aide do when no one absent?

Because kids get used to a second teacher figure.

Martin

111	1	~~1111~~
No	Uncertain	Yes

Why?

The lack of an aide for some teachers is serious. Teachers who have come to be helpless without an aide.

Lot of aide absenteeism. A substitute would keep students from having to go back to the teacher with her students.

It's a problem adjusting to different teachers and their schedules. Teachers may not want someone new coming in.

If she knows what's going on in all the classes. She would have to work with them occasionally when they're not absent to lear what she's doing.

It was too much absenteeism for the substitute to handle. I felt like I neglected my own work when serving also as the substitute. Enjoyed getting to know all the teachers and students.

When another aide is out, you can take over for her class, and students don't get behind.

She never could get familiar enough to feel secure in what she was doing. Think it is a waste of time and money.

Because it provides someone who will be there who can teach students even if I can't be there.

Substitute aide chosen was shy. Not very interested in job. We do need a substitute aide though.

19. Do you feel that parents and the community have gotten involved in your school this year as a result of Project Assist?

Palm

11	11	11
No	Uncertain	Yes

How could parents get more involved in your school?

Not sure; aide not sure how news could be disseminated.

Fiestas, parties, dinners, Mexican suppers, anything where the parents are not only invited but are an integral part of the occasion and have all the responsibility e.g., building bookcases, having talent show, raising funds.

More school representatives going to homes to explain school. Some kind of meeting should happen once a month with parents, even in somebody's home.

They would need to come to visit the school more often or to PTA.

Aide thinks obstacles would be great in overcoming parental inertia and getting them into school.

They know nothing about Project Assist, but are so resistant to involvement that aide has no good ideas. A few parents who have attended seemed scared, afraid of teachers' rejection.

Metz

	~~1111~~	
No	Uncertain	Yes

How could parents get more involved in your school?

No comment.

They're probably getting involved, as measured by the Metz Parents Conference Chart.

Productions like a current "drama" being put on by kindergarten.

Invite them to come see what their children are doing. That way they could help them at home.

No comment.

Representatives need to go out and visit.

Martin

11	~~1111~~ 11	
No	Uncertain	Yes

How could parents get more involved in your school?

Good idea to have a fiesta, get-together of the open house type. PTA is not that effective. Good idea to have a regular checklist and sent home every month, then parents could respond with a visit.

If parents could be told that aides (Mexican American) are there to talk with them about their children, they might come more.

Send invitations to visit the school. Each child who brings a parent could get a reward. This might encourage other students to bring their parents.

Could get teachers to call parents for more conferences, instead of ignoring them like some teachers do.

By having more parent-involving events like carnivals or bazaars. They will not come to PTA meetings. Parents will come to school to watch their children perform.

No suggestions.

Things like the Cultural Arts Fair. More programs pertaining to their children would get them here.

If we made an all out effort to talk to parents in the homes. Don't really know though.

Before school starts, aides go out in two's and talk to parents about school and the program. Many parents are embarrassed because of their English. They should be invited. Maybe if school notices were sent home in Spanish it would help.

20. How do you feel that Project Assist aides can contribute to and help improve Project Assist throughout the year?

Palm

There should be a person who can supervise the three schools, observing and scheduling conferences immediately to solve problems.

More contact with the coordinator. This aide didn't know about her upcoming termination until the end of the year, whereas the coordinator knew about the possibility long in advance.

Team leader, at each meeting could ask for suggestions and find out each aide's situation weekly. Then team leader could make sure coordinator gets the message.

No reply.

Aides could be included in grade-level meetings.

No reply.

Metz

Aides should have someone to turn to when they have a problem, to give aides a sugestion or solution when they have a problem.

Talking with most teachers can help solve problems.

The idea of the team leaders, or better yet, have someone with real authority available to solve problems, talk to teachers here.

Have coordinator sit down and evaluate us on a regular basis and give us suggestions. She could go over the observation forms with us.

Not here long enough to know.

Having meetings.

Martin

By having somebody here who represents Project Assist who is authorized to do something about problems and needs. Project Coordinator usually is unreachable.

We could get paid more (we do as much as teachers and get the problem kids too).

Keeping themselves aware of new materials. Attend more aide training. Visit public libraries. Continue to attend out of town conventions.

Not miss so many days. Turn in our logs. Attend all our inservice training sessions.

More communication with our coordinator. She could come to our meetings once a month, just to talk to us.

No suggestions.

By having more frequent contact with project staff and get-togethers with all Project Assist aides. Have coordinator visit with us on our campuses.

If we were made aware of what was going on by Project staff, we could make suggestions about the program. If we don't know what's happening we can't have input.

No comment.

21. Do you feel that there is more work required of Project Assist aides than of other aides in your school?

	Palm	
1	1	1111
No	Uncertain	Yes

Comments:

Project aides are making materials less than others.

Project Assist aides are the only ones who are supposed to be "trained" in a specific field. Result: when teachers were called out, Project Assist aides had to substitute. In addition, Project Assist aides must do all the ordinary materials making.

Instruction itself makes for more work especially if aide must make materials and do the regular out-of-class work that most aides do. Teachers depend more on instructional aides.

Project Assist aides are under too much pressure; aides should be observed maybe once a month, neither constant observation nor frequent filling out of all types of forms are necessary.

More planning rather than overall work. Other aides are making materials while Project Assist aides are planning and working.

Project Assist aides do more planning on their own must then talk to teachers about implementation of plans, and usually have to get materials on their own.

Metz

1	111	1
No	Uncertain	Yes

Comments:

Since Project Assist aides are reading aides, there is more work required. Some planning is expected, not asked.

No comment.

Not sure of comparison.

Don't know what other aides do.

Not here long enough to know.

Project Assist aides have to serve teachers.

Martin

~~1111~~ 1	1	11
No	Uncertain	Yes

Comments:

Either they didn't have a good leader or they didn't know what they were supposed to do.

Thinks everyone is equal in responsibility .

I think all aides are doing real good work here.

The two jobs are totally different. Can make no comparison.

In general, people know we're instructional and they expect it and then some. Project Assist aides are expected to grade papers as well, which makes it kind of double duty for Project Assist aides.

22. Do you feel comfortable or uncomfortable when the observers are in your classroom observing you?

Palm

1		~~1111~~
Uncomfortable	Uncertain	Comfortable

If uncomfortable, how could this be changed?

If too close, it can make the aide uncomfortable.

In beginning uncomfortable, towards end of year comfortable. No observer should sit right next to the aide being observed.

Just getting used to it will cure these feelings, aide would feel better being observed by the head of the program who could do something about any problem arising.

Metz

11		11
Uncomfortable	Uncertain	Comfortable

If uncomfortable, how could this be changed?

Don't mind the idea of observation, but thinks there's no reason to be observed every week. Gets nervous in observation.

No observation.

Uncomfortable in one teacher's room; very comfortable in other teachers' rooms.

Wish they wouldn't sit so close to us. The closer the observer, the less attention the group pays to me.

No observation.

No observation.

Martin

1		~~1111~~ 111
Uncomfortable	Uncertain	Comfortable

If uncomfortable, how could this be changed?

No comment

Observers have been telling me when they would be observing me. I would like it better if they just showed up unannounced.

I think they did fine and were quiet in my room. Students did wand to know who they were.

Let the aides know when they will be there (say, a day ahead of time).

Staying away from students - just have them disappear into the woodwork. Other aides have said the observers try to evaluate their work verbally to the aides.

No, that's just the way I am.

Think my kids are on better behavior when the observers are around. This may be a personality preference for or against being observed.

If observers would not talk to each other or not move around while observing me, I would feel better. They should be very unobtrusive.

At first it was uncomfortable, but later didn't even notice them.

23. Some people have said that Project Assist aides have been absent more than other aides at your school. Do you think this is true?

Palm

	1	~~1111~~
No	Uncertain	Yes

Why do you think aides have been absent?

Perhaps the controls were not as strict on Project Assist aides. Maybe coordinator didn't take a hard enough stand on the absentee rate.

Aide not sure how often other aides were absent.

Only reasons are individual ones, at least as far as this aide knows.

Because they are not satisfied with their jobs - some of the teachers were a reason, in that they expected Project Assist aides to make materials all the time.

Teachers have been bery unpleasant to work with, especially in excessive talk behind the backs of the Project Assist aides.

Because of the attitude of some school personnel toward (some) Project Assist aides.

Metz

	11	11
No	Uncertain	Yes

Why do you think aides have been absent?

Doesn't know why they are absent, unless they just don't want to come to work.

Not sure why.

I don't know.

No evidence.

No evidence.

Martin

	11	~~1111~~ 11
No	Uncertain	Yes

Why do you think aides have been absent?

No comment.

No comment.

No comment.

No comment.

Couldn't say. But it has caused a lot of problems.

No comment.

My first year to work, and my first year of marriage. I have just begun to adjust to the importance of good attendance.

When the aide and teachers don't along, the aide is absent more. In this school there is a health problem (nervousness) with one aide. Some aides are just careless about attendance.

Most absences happen on Mondays and Fridays. Maybe aides should be reminded in training that it's important to be here. There has to be an improvement.

24. Are you interested in returning to Project Assist next year as an aide?

Palm

No	Uncertain	Yes
11		1111

Why?

Going to graduate school, but would not want to come back anyway. Teachers looked down on aides, made an obvious pecking order; aides obviously put at bottom.

Aide enjoys the work with children and feels like she has helped the ones she has worked with.

Aide has put a lot into the work this year, and would hate to lose it, likes the kids very much.

Aide "didn't like it" she felt insecure. Also she prefers having a general kind of teaching task, not only on one subject all day. (Prefers the work she did previously as an aide)

Because of children.

Really enjoy the work (with the kids), but has had some hassles.

Mets

	1	1111
No	Uncertain	Yes

Why?

The distance from home to work.

Enjoy the work.

Wants to work with kids, especially older kids.

I love working with the little kids. Get attached to some. They're funny and cute.

Like to work here, teachers and the kids.

Generally likes working with the kids.

Martin

	11	~~1111~~ 11
No	Uncertain	Yes

Why?

I like working with the kids.

I like the job, always have. Now I have the opportunity to help students.

I like working with the kids, and it's an experience for me too.

I like what I'm doing.

Yes - if pay will increase. Because of the students, teachers, and the principal has made me feel my maturity has helped at the school.

I don't think I'm good enough. I enjoyed it at the end of the year. Like working with students, but don't know what happened.

I'm beginning to think I'm too young to work with junior high kids. Maybe having training would help. (Maybe elementary school would be OK for me ???)

I'm getting married this summer and moving out of the city.

Because I have improved so much in confidence and ability. I like the kids (hate the salary). I plan to be a teacher and this gives me the experience I need to get ready for it. Many aides are not coming back if the salary does not improve.

25. What has been your biggest disappointment with Project Assist?

Palm

Has overlooked many disappointments, once there were many problems that an aide has gotten through.

Teachers and aides needed workbooks (and training) in how to use LEIR, and kids were unprepared skill-wise in how to do the things that LEIR demanded. Result: Kids only wanted LEIR for the games and fun, not for learning. Never was able to get a LEIR consultant to come in and demonstrate what she demonstrated to other classes. Aide was taken out of classroom where she was actively instructing in the middle of a lesson, just to take a picture with an ice cream machine (which was not typical of aide's activities).

Aides were not well introduced to the schools at the beginning of the year. Teachers began to resent Project Assist aides, as did bilingual aides, because Project Assist aides wouldn't (couldn't) do many things aides were expected to do.

(See #24) Aide thinks it is bad to be so totally restricted from doing many things that a child needs, reading is only a small part of the things necessary for him.

Not the project as such, but how it was introduced and integrated into Palm shcool and the school personnel. Teachers were unprepared; principal and teachers were very negative or felt let down after Project Assist build-up at first of the year.

Working with principal that lacked experience, didn't know how to handle personnel. (Other things said by aide she didn't want recorded).

Metz

Aides didn't get enough training. This aide didn't get any real training when started.

None.

Aides have no one to talk to, who can solve teacher conflicts. One aide left partly because of a teacher problem.

That so many of the girls left. Think they should have stuck it out.

Principal prepared aide well - no disappointment.

None

Martin

No representative from Project Assist to help out here. Noticeable in team meetings. Aide has noticed some person with authority in all meetings except these Project Assist team meetings.

The salary.

No disappointments.

The way the aides gripe about things.

No disappointment.

No disappointment.

No disappointment (it was all I expected it to be).

Started off so gung-ho and enthusiastic and now we don't even hear from anyone or know what's happening. It's kind of a letdown.

Some of the people quitting in the middle of the year. Gossip among Project Assist aides. Attendance of aides.

26. Do you have any other comments about the program which you would like to make?

Palm

Aides are the grass roots of the problem, but seem not to get the attention of administrators of the program. With a 50% absentee rate sometimes, it seems the main thrust of the project (aides teaching kids) needs to have the most attention. Aides with free time (lunch etc.) should not waste it sitting around, but spend it in the library, etc.

Aide thought aides were primary concern of the coordinator, but they rarely see her. Much can go wrong with this lack of contact, to wit: the firing of this aide.

Included elsewhere.

Rotating among five centers of kids per room, and alternating kids after mixing them (two kindergarten teachers intermingled their kids). Aide worked with the five groups at one time. Some of the teachers didn't like LEIR, didn't think it is "worth it".

No comment.

No comment.

Metz

Aide is adamant about more training and getting materials.

Aides have been told they would get materials, then didn't get them.

Thinks all teachers need an aide.

No comment.

I like it. I think it's really helping the kids on their reading. Have extra people to help them.

Thinks helping kids and teachers is great idea.

Just great - teachers need all the help they can get.

Martin

Some people should be hired for, or have time, to counsel kids with problems or personal conflicts. No one here at Martin is young and able to identify closely with kids of different races, and yet is in authority too.

None

I hope it continues and maybe spreads into other areas where kids need help in reading too.

None

I'm very happy with the project.

No

Why did reading lab aides have to go to the reading conference at the Coliseum? It didn't seem to relate too well to my work in the lab. Our work is pretty unoriginal. In a way that's good for uncreative people like me.

In hiring aides, it would be good if applicants were given tests in areas they will be teaching, especially English and reading. In workshop we studied lots, but our own learning and ability was not assessed. Of the nine aides at Martin, three definitely have English skills problems. This situation has been embarrassing to these three and to the other aides.

Think it's a nice program.

27. Have you been asked to substitute for a teacher?

Palm

	~~1111~~ 1
No	Yes

If yes, how often and for how long?

Three or four times, and only until the substitute arrives.

Four times - 30 minutes to two hours.

About six entire days, and about 25 times for a few minutes to an hour.

One whole day one time, a couple of other times for 30 - 45 minutes.

Five to six times, each more than 30 minutes. This doesn't count 15 minutes substitutions.

Half day.

Metz

111	111
No	Yes

If you, how often and for how long?

Seven-eight times; once an hour, other times 15-20 minutes.

Not been asked to, but when teacher has a phone call, aide is the substitute.

No

No

Four-five, about 20-25 minutes while teacher calls parents.

Once, an hour.

Martin

1111	~~1111~~
No	Yes

If yes, how often and for how long?

Once for one hour.

Three times for one hour each time.

Three times for two hours each time.

Four times for one hour each time.

Three times for five - ten minutes each time.

ADMINISTRATION AND DESCRIPTION OF AIDE INTERVIEW INSTRUMENT

The aide interview was given on a one-to-one basis to each of the 23 Project Assist reading aides in the three experimental schools. It was administered in mid-May 1974, one to two weeks before school was out, in school workrooms, lounges, and libraries. The interviewers were the project evaluator and a classroom observer, both of whom had interviewing experience.

The interview form consists of 27 questions, most of them open-ended, constructed to elicit aides' perceptions of the effects, problems, and suggestions for the program next year. The rationale for the administration of this instrument was that the aides had worked "on the front lines" of the program, and their perceptions should be gathered and bear great weight in the planning of next year's program.

The instrument was developed by project evaluation personnel with input from the project coordinator. The instrument was not standardized. Its face validity appears to be strong, however its actual validity may be weakened by aides' unwillingness to be forthright and candid in their responses to project personnel.

APPENDIX O

INSTRUMENT REPORT

CASE STUDIES

"A Day in the Life of Two Project Assist Aides"

Date/Period of Administration:	May, 1974
Population:	Two Project Assist Aides
Data Collected by:	Two Project Assist Classroom Observers
Data Collection Supervised by:	Office of Evaluation

INTRODUCTION

Project Assist, funded by the Emergency School Assistance Act, trains teacher aides and channels them into Martin Junior High and Metz and Palm Elementary Schools of the Austin Independent School District. Their training and work are specifically reading-oriented. Expectations are that classroom environments equipped with trained teacher aides will prove more effective in raising student reading levels than classroom environments with general teacher aides or no teacher aides at all.

The following personal sketches of teacher aides are given to provide a clearer picture of them as individuals and to provide a general description of their daily activities.

Project Assist aides were selected at random for this study. Since the project works at both junior high and elementary school levels, two personal sketches were provided. Mrs. Linda Garza was chosen to represent the junior high level and Mrs. Juanita Lopez the elementary level.

In this study the two aides were observed throughout the day by process evaluators who had heretofore observed them only during 45-minute observations conducted at intervals during year. To add to the study, the backgrounds and opinions of the two aides were discussed during informal conversations with them. The aides have kindly consented to the use of their experiences in this report.

A Project ASSIST Reading Aide's Day at an Elementary School

Mrs. Juanita Lopez is convinced that children need an education to get what they want out of life. She thinks teacher aides are the key people in unlocking education to the student who needs individual attention. Inflexible schedules and lack of personnel make it difficult to give attention to the many children who need it, she says.

Mrs. Lopez moved to Austin from Edinburgh, Texas, when she was very young. She attended local Austin schools: Palm, Govalle, and Allan, graduating from Johnston Hich School in 1966. After a year's experience at Metz School, she has developed both techniques and opinions on education. She feels that a teacher aide should have students read out loud regularly so as to diagnose difficulties they may be having. She should then formulate a list of words missed to use in drills and reviews.

Like most bilingual educators she feels that native Spanish-speaking children learn to read English better if they learn to read in Spanish first. She adds: "Judging from teacher comments and my own observation, I'm sure that the best readers in Spanish are also the best readers in English. Once the child establishes a good foundation in his own language, it is easier to function in a second language."

Mrs. Lopez begins her day by checking in at the Metz office, then proceeds to the workroom to get things together, including materials she makes for the classroom. From 8:00 to 9:30 she is in Mrs. Escobar's room with two groups of six students. She alternates with the groups every other day. The children have a number of activities in these small groups: writing sentences on the board to practice handwriting; reviewing flashcards that Mrs. Lopez has made for them (for difficult words); and reading orally from the Southwest Reading Laboratory reading curriculum.

At 9:30 she is in Mrs. Guerra's class to work on a one-to-one basis with several children. She reviews their worksheets to ascertain their problems, then gives the needed individual attention. The worksheets are made out by the teacher and usually deal with phonics or comprehension. Afterwards students read individually to Mrs. Lopez. As they read, of course, she is compiling a new list of difficult words for them to recognize and pronounce. Pronunciation drills and exercises are the last step in the sequence. This sequence is designed so children will make gains in both pronunciation and vocabulary.

After thirty minutes for lunch, Mrs. Lopez has some time to plan with the teacher while the children are resting after lunch. They discuss priorities and techniques, even new word games during this period. Until 1:00 Mrs. Lopez helps students with math problems, both in reading them and understanding the concepts.

Then in Mrs. Attal's class she is back to reading, tutoring individually. She allows about twenty minutes per child. Often she concentrates on letter-sound recognition, pronouncing words and letting the child pronounce the words. Later she may grade a test devised by the teacher to assess progress in basal readers.

From 2:30 to 4:00 Mrs. Lopez has her work period. She must divide this time between different teachers. The best method is to give each teacher a different day, rather than divide the period among several teachers.

Mrs. Lopez comments that her work has made her more aware of learning activities which she will use with her own two children. She has already taught them reading readiness concepts, employing the most familiar letters, numbers, and colors. Her reason: "I don't want my daughter to experience the common problem of coming to school without the basic learning concepts needed for the first grade."

A Project ASSIST Reading Aide's Day at a Junior High School

Linda Garza, a young lady in her early twenties, has always thought that a teacher aide is a vital person in the schools, one that helps fill the gap between the teacher and the many children committed to her charge. She began early in that role: at age sixteen, she worked through the Neighborhood Youth Corps helping teachers at Allan Junior High where she was also a student. Interested mostly in reading, she continued her work in the tenth grade at Johnston High where she worked as a reading tutor.

When her family left Texas for Michigan, Mrs. Garza was offered a job in a migrant program as a teacher aide and has continued that work whenever possible up to the present. She was referred to Project ASSIST by Mr. Andrew Rodriquez of S.E.R. - Jobs in Progress, Inc. in Austin. She is now taking courses toward her G.E.D. which she expects to complete in August.

Mrs. Garza has developed a certain sequence of activities that she finds especially effective. She often takes a few new words together and begins by explaining their meanings. The students then make sentences with the words and break them into syllables. Next Mrs. Garza asks for examples of the students' own use of the words. She conducts a review, then gives a short test.

She finds that being positive and kind with students pays dividends. Reinforcement of desired behavior comes naturally to her, and she enjoys work with students near her own age.

On a typical day at Martin Junior High Mrs. Garza has a variety of assignments. During first period she tutors three students who are Mexican nationals recently arrived in Texas. She introduces new words to them slowly.

After students encounter the words in a story, she uses them in sentences and translates if necessary, but sets a limit on translations. After a short study she reviews their words with them, often utilizing flash cards that she makes specially for individual groups.

During the second period she is free for making materials, discussing future lessons with teachers, catching up or just relaxing. In the teachers' lounge she encounters aides and teachers who are also free during the second period. The library offers shelter, reference, and the daily paper.

During the third period Mrs. Garza supervises three 7th grade students as they work on social studies assignments. Under her advisement they read the current chapter and look up words in the back of the book. She supplements the reading assignments with a student periodical entitled Know Your World. After about a week per chapter the students are ready for a test. Mrs. Garza and other aides regularly take small groups out of the classroom since the noise level is often high. Students concentrate better in another setting and enjoy a change of scenery.

During the fourth period Mrs. Garza works in the sixth grade reading lab. The class is divided into four groups because there are three aides and a teacher available during this period. In this situation there is a good diversity of instruction. A typical period might see a phonics lesson in one group, SRA materials in another, and two groups reading a mystery or stories from a supplementary reader Sea Hunt.

Lunch follows and allows only thirty minutes for a break in the schedule. Mrs. Garza usually chooses not to eat lunch but spends the time in the cafeteria with friends.

During the fifth period she helps Mrs. Johnson. Sometimes she spends the period with one or two students who have been absent and must catch up with their class.

The last class of the day is sixth period. Mrs Garza usually tutors three students from Mr. Conde's English class, always taking them to the reading coordinator's room. These are students who do not cooperate well with the teacher, and they recpond much better in this special situation. Some joking and talking is allowed, and Mrs. Garza feels she plays a "big sister" part with them.

The academic day winds up at 3:30, and both aides and teachers have another half hour to review and plan. Besides planning and organizing, they need to compare notes and solve various logistical problems, often due to lack of space or personnel. If this was a typical day, Mrs. Garza probably divided her time among twenty students, providing individual attention that would be impossible without her.

APPENDIX P

INSTRUMENT REPORT

IN-SERVICE REPORT

Date/Period of Administration: Not Applicable

Population: Not Applicable

Data Collected By: Project Assist Coordinator

Data Collection Supervised By: Project Assist Evaluation Staff

STAFF DEVELOPMENT FOR PROJECT ASSIST 1973/1974

Date	Topics	Staff	Aides rec'd pre-service training	Aides & Teachers trained together	Teachers will receive training in use of materials	Teachers trained to use the aides	Other
8-13-73	1. Overview of A.I.S.D. Special Programs 2. Overview of Project ASSIST	Teachers and Aides Teacher Aides	X				
8-14-73	1. Cultural Awareness 2. Old and New Approaches in Reading	Teacher Aides	X				
8-15-73	1. Developing Oral Language L.E.I.R. 2. Individualizating Reading Instruction	Teacher Aides	X				
8-16-73	1. Developing Independent Learners 2. Panel Discussion: Our Experience as Aides	Teacher Aides	X				
8-17-73	1. Creating Reading Games 2. Understanding the Teaching of Reading	Teacher Aides	X				
8-20-73	1. The Newspaper as a Living Textbook 2. Reading Readiness	Teacher Aides	X				
8-21-73	1. Meeting with Cooperating Teachers 2. Overview of Evaluation for Project ASSIST	Teachers and Aides	X	X			
8-22-73	Language Experiences in Reading	Teachers and Aides	X	X			
8-23-73	1. Language Experiences in Reading 2. Practice Sessions; Using System's 80	Teacher Aides	X				
8-24-73	1. The Basal Reading Program in the A.I.S.D. 2. Behavior Modification	Teacher Aides	X				
8-27-73	1. Diagnosis of Reading Disabilities 2. How to use Audio-Visual Equipment	Teacher Aides	X				
8-28-73	1. Aide Made Reading Materials 2. Working with Reading Materials	Teacher Aides	X				
8-29-73	1. Recognition of Learning Disabilities 2. The Role of Teacher Aides as Instructional Aides	Teacher Aides	X				
8-30-73	1. On-campus Visitation 2. Reactions to Classroom Visitations 3. Work with Reading Materials	Teacher Aides	X				
8-31-73	How to Administer the Informal Reading Inventory	Teacher Aides	X				

Staff Development for Project ASSIST 1973/1974

Date	Topics	Staff	Aides rec'd pre-service training	Aides & Teachers trained together	Teachers trained in use of materials	Teachers trained to use the Aides	Other
9-4-73	Graphics and Reading Instructional Bulletin Boards	Teacher Aides	X				
9-5-73	Parent Involvement Workshop	Teacher Aides	X				
9-6-73	Professionalism for Aides	Teacher Aides	X				
9-7-73	Post Workshop Evaluation	Teacher Aides	X				
9-18-73	Overview and Classroom Management Grade Level Meetings L.E.I.R.	Metz Teachers			X		
9-19-73	Classroom Demonstrations L.E.I.R.	Metz Teachers			X		
9-20-73	Evaluation of L.E.I.R. and Correlation with Ladder of Skills	Coordinator, Evaluator L.E.I.R. Consultant					X
9-24-73	Individual Teacher Conference and Classroom Demonstrations	Palm Teachers			X		
9-25-73	L.E.I.R. Correlation, Evaluation and Overview Presentation to A.I.S.D. Instructional Development Staff	Principals, A.I.S.D. Coordinators, Evaluator, Observers, Coordinator Project Assist, and L.E.I.R. Staff					X
9-26-73	Classroom Demonstration - Writing Ideas and Art Techniques Teacher Newsletters L.E.I.R. Phonetic and Structural Analysis Skills	Teacher Aides Coordinator & Observers Palm Teachers	X		X		
10-2-73	Observation and Individual Teacher Conferences Individual Authorship L.E.I.R.	Metz Teachers			X		
10-3-73	Observation and Individual Teacher Conferences Individual Authorship L.E.I.R.	Metz Teachers			X		
10-4-73	Classroom Demonstration Utilizing Dictation Skills L.E.I.R.	Palm Teachers			X		
10-5-73	Demonstrations - Dictation Films, Discuss Classroom Management. L.E.I.R.	Palm Teachers			X		
10-15-73	Demonstrations - Dictation, Films, Discuss Classroom Management. Ideas to take Back to Writing Centers L.E.I.R.	Palm Teachers			X		

Staff Development for Project ASSIST 1973/1974

Date	Topics	Staff	Aides rec'd pre-service training	Aides & Teachers trained together	Teachers trained in use of materials	Teachers trained to use the Aides	Other
10-23-73 & 10-24-73	Working with Writing Centers,Dictation, Demonstrations - Classroom Management with Individual Teachers.Grade Level Meetings on use of manual and pupil pages, L.E.I.R.	Metz Teachers			X		
10-24-73	Workings with Writing Centers,Dictation, Demonstrations Classroom Management with Individual Teachers.Grade level Meetings on use of manual and pupil pages L.E.I.R.	Palm Teachers			X		
10-25-73	Teacher Involvement Sessions L.E.I.R.	Palm Teachers		X	X		
10-26-73	Teacher Involvement Sessions L.E.I.R.	Metz Teachers		X	X		
11-12-73	Observation of Total Building and Problem Solving L.E.I.R.	Palm Teachers			X		
11-13-73 & 11-14-73	Inservice on Use of Level Manuals and Pupil Pages L.E.I.R.	Palm Teachers		X X	X		
11-15-73 & 11-16-73	Observing Use of Pupil Pages and Implementing further Usage. L.E.I.R.	Metz Teachers			X		
11-26-73	Materials Evaluation Session	Teachers and Aides		X			
12-7-73	Staff Meeting - Observation Instruments	Coordinator,Evaluator and Observers					X
12-10-73	Materials Evaluation Session	Teachers and Aides		X	X		
12-21-73	Theoretical View of Substitute	Palm Teacher Aides Principal,Coordinator Evaluator & Observers	X				
1-7-74	Observation and Evaluation L.E.I.R.	Palm Teachers			X		
1-8-74	Individual Teacher Conferencing L.E.I.R.	Palm Teachers			X		
1-8-74	Individual Teacher Conferencing L.E.I.R.	Metz Teachers			X		
1-10-74	Problem Solving Teacher Conference L.E.I.R.	Palm Teachers			X		
1-11-74	Individual Teacher Conferences L.E.I.R.	Metz Teachers			X		

Date	Topics	Staff	Aides rec'd pre-service training	Aides & Teachers trained together	Teachers trained in use of materials	Teachers trained to use the Aides	Other
1-11-74	Project ASSIST Staff Meeting: Evaluation and Implementation of Project	Aide-Team Leaders Coordinator, Evaluator and Observers					X
1-18-74	1. Behavior Modification Techniques 2. Techniques for Actualizing Positive Re-enforcement 3. Effective Team Leadership and Organization of Team meetings for Professional Growth Purposes 4. Problem Identification and Skills to Help Confront those Problems 5. Use of Questioning Strategies in Teaching Comprehension Skills 6. Re-enforcement of Proper Language Usage 7. Reviewing Job Description of an Instructional Aide	Teacher Aides	X				
1-21-74	Classroom Demonstrations L.E.I.R.	Palm Teachers		X	X		
1-22-74	Classroom Demonstrations L.E.I.R.	Palm Teachers		X	X		
1-23-74	All day Grade Level Meetings L.E.I.R.	Palm Teachers		X	X		
1-24-74	Dictation. Oral Language Development. More Ideas to take back to the Classroom L.E.I.R.	Palm Teachers		X	X		
1-25-74	Culminating Activities. Dictation Follow-up L.E.I.R.	Palm Teachers			X		
1-25-74	Staff Meeting: 1. Revision of Observation Instrument 2. Assignment of Video Tape Equipment 3. Evaluation Report 4. Process Evaluator/Observers Report 5. Coordinator's Report	Aide Team Leaders Coordinator, Evaluator and Observers					X
1-31-74	Grade Level Meetings to Discuss Language Arts Fair L.E.I.R.	Metz Teachers			X		
2-1-74	Individual Teacher Conferences L.E.I.R.	Metz Teachers			X		
2-1-74 2-2-74	Texas Association for the Improvement of Reading	All teacher Aides and Teacher Representatives from Project Schools		X			

Date	Topics	Staff	Aides rec'd pre-service training	Aides & Teachers trained together	Teachers trained in use of materials	Teachers trained to use the Aides	Other
2-4-74	Individual Classrooms. Observation/Evaluation Inservice on Book Binding L.E.I.R.	Metz Teachers	X	X	X		
2-5-74	Previewing of Films. Correlation of Library Materials with L.E.I.R. Materials	Metz Teachers			X		
2-5-74	1. Prescriptive Reading Inventory and How to Use It to Better Meet the Needs of the Students. 2. Materials Evaluation (to locate high interest, low level materials for grades 6, 7 and 8. 3. Overview of Evaluation 4. Reactions to Aide Observation Guide 5. Effective use of Project ASSIST Aides	Secondary Teachers				X	X
2-12-74	1. Development of 1973/1974 Pilot Proposal 2. Overview of Project ASSIST Evaluation Design 3. Reactions to Aide Observation Guide 4. Effective Use of Project ASSIST Aides 5. Proposal for 1974/1975 6. On-Site visit from Office of Education 7. Prescriptive Reading Inventory, Objectives and Interpretation 8. The Value of Open Communication	Metz K-5 grade level teachers				X	X
2-18-74	Teacher Involvement Session L.E.I.R.	All Aides and Teachers		X	X		

Staff Development for Project ASSIST 1973/1974

Date	Topics	Staff	Aides rec'd pre-service training	Aides & Teachers trained together	Teachers will receive training in use of materials	Teachers trained to use the aides	Other
2-19-74	1. Development of 1973/74 Pilot Proposal 2. Overview of Project ASSIST Evaluation Design 3. Reactions to Aide Observation Guide 4. Effective Use of Project ASSIST Aides 5. Proposal for 1974/1975 6. On-site Visit from Office of Education 7. Prescriptive Reading Inventory, Objectives and Interpretation 8. The Value of Open Communication	Palm K-5 grade level teachers				X	X
2-26-74	Construction of Reading Games Workshop	Teacher Aides	X				
3-1-74 3-2-74	S.M.U. Reading Conference	Selected teachers and aides		X			
3-5-74	Language Arts Thru' Music	Teachers & Aides		X			
3-15-74	Teacher Involvement Session L.E.I.R.	Palm, Metz & Martin		X			
3-21-74 thru' 3-23-74	Houston Reading Conference	Teachers & Selected aides & Coordinator		X			
4-2-74	National School Volunteer Conference Dan Fader - "Hooked on Books"	Teachers and Aides		X			
4-4-74	Inservice to Plan Language Arts Fairs	Teachers and Aides		X	X		
4-4-74	Parent Involvement Session	Parents, Teachers and Coordinator		X			X
4-8-74	Inservice to Plan "Young Authors' Conference"	Teachers, Aides and Coordinator		X	X		
4-10-74	Planning Session for Fairs	Teachers, Aides and Coordinator		X	X		
4-10-74	Parent Involvement Session	Parents & Coordinator					X
4-15-74	Parent Involvement Session	Parents & Coordinator					X
4-17-74	Judging of Student Authored Books	Committee					X

Date	Topics	Staff	Aides rec'd pre-service training	Aides & Teachers trained together	Teachers will receive training in use of materials	Teachers trained to use the aides	Other
4-18-74	Language Arts Fair Palm Elementary	Palm Teachers, Students, Aides, Evaluator, Observers and Coordinator					X
4-19-74	Language Arts Fair Metez Elementary	Metz Teachers, Students, Aides, Evaluator, Observers and Coordinator					X
4-22-74	Right to Read Conference	Martin Aides					
4-30-74 thru' 5-3-74	International Reading Association Conference	Coordinator					X
5-1-74	Materials Inservice for Martin Teachers	Teachers		X	X		
5-9-74	Formative Evaluation Report on Teachers Interviews	Metz Teachers, Aides Coordinator, Evaluator and Observers				X	X
5-24-74	Inservice for Evaluation of Pilot Project	Coordinator, Evaluator, Observers and Aides					X
5-30-74	Formative Evaluation Report on Teacher Interviews Palm Elementary	All teachers, Evaluator, Observers and Coordinator					X

A COMPLETE LISTING OF ALL LEIR TRAINING CONDUCTED BY EBEC CONSULTANT CONTRACTED BY PROJECT ASSIST IN 1973-74*

August	22	Overview of LEIR, aides only
	23	Teachers and aides, overview of LEIR
September	18	Metz - grade level meetings on classroom management
	19	Metz - classroom demonstrations and individual teacher conferences
	20	Dorice Kemp and Dr. Ann Lee - teacher evaluation plans and total evaluation
	24	Palm - individual teacher conferences and demonstrations
	25	Meeting of coordinators with overview and evaluation of LEIR
	26	Palm - teacher conferences and inservice on writing and art ideas
October	2	Metz ½ day - observation and evaluation
	3	Metz - classrooms
	4	Metz ½ day Palm ½ day - classrooms
	5	Palm - demonstration of films and dictation process
	15	Palm - inservice and classrooms
	16	Metz - inservice and classrooms
	22	Metz - inservice and classrooms
	23	Metz - inservice and classrooms
	24	Palm - classrooms
	25	Palm - LEIR Consultant Jack Howell classroom evaluation and teacher conferences and inservice meeting
	26	Metz - LEIR Consultant Jack Howell classroom evaluation and teacher conferences and inservice meeting
November	12	Palm ½ day - observation and evaluation
	13	Palm - classroom and inservice of pupil pages and level manuals
	14	Palm - classrooms
	15	Metz - classrooms
	16	Metz ½ day - classrooms
January	7	Palm ½ day - observation and evaluation
	8	Palm ½ day - teacher conferences Metz ½ day - observation and evaluation
	10	Palm - classrooms
	11	Metz ½ day - classrooms
	21	Palm - classrooms - observation and conferences
	22	Palm - classrooms
	23	Palm - grade level meetings
	24	Palm - demonstrations and inservice
	25	Palm ½ day - classrooms
	31	Metz - grade level meetings

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* This list was supplied by the EBEC consultant.

February	1	Metz ½ day - classrooms
	4	Metz - classrooms and inservice on book binding
	5	Metz - classrooms and correlation of library materials
	6	Palm - classrooms and teacher conferences
	7	Palm - demonstrations - inservice on book binding
	8	Palm - classrooms
	11	Metz - individual teacher conferences and principal meeting
	12	Metz - classrooms
	13	Metz - classrooms and inservice
	14	Palm - classrooms
	15	Palm - conferences and meeting of administrators
	18	Palm and Metz teachers and aides - involvement session
March	4	Palm - individual teachers and materials order to support program
	5	Palm - individual teachers and classroom demonstration
	6	Palm - individual teachers and classrooms
	7	Metz - classrooms
	8	Metz - classrooms
	11	Palm - individual teachers - met Dorice Kemp for plans of following year
	12	Palm - grade level meetings
	13	Metz - grade level meeting
	14	Meeting of principals and Dorice Kemp
	15	Palm and Metz teachers and aides - involvement session
	22	Palm teachers on organization of Language Arts Fair and did vid[illegible]ape
	29	Meetin[illegible] Metz teachers on Language Arts Fair
April	1	Palm - [illegible]onstration of book binding for parents to organize publishing center. Meeting with teachers
	2	Palm - teachers and night parent involvement session
	3	Preparation for Language Arts Fairs
	4	Preparation for Language Arts Fairs Night parent involvement session
	5	Preparation for Language Arts Fairs
	8 - 12	Preparation for Language Arts Fairs
	15 - 17	Preparation for Language Arts Fairs
	18	Palm - Language Arts Fair
	19	Metz - Language Arts Fair

APPENDIX Q

INSTRUMENT REPORT

PRINCIPAL QUESTIONNAIRE REPORT

Date/Period of Administration: October, 1973

Population: Principals at Palm, Metz, and Martin

Data Collected By: Office of Evaluation Staff

Data Collection Supervised By: Office of Evaluation Staff

INTRODUCTION

In October, 1973, during the first project year, a principal questionnaire was administered to ascertain principal reactions to the implementation and apparent success of Project Assist. Questions concerning the regular school program and other special programs were asked, but only their responses to the questions about Project Assist are reported here.

RESULTS

The responses of the principals at the three project schools are tallied in Table Q-1. The principals agreed strongly that project staff had been of assistance to the school staff in implementing the program, and, generally speaking, that the materials provided were adequate to implement the program. They agreed that aides cared about students and their learning progress, and that aides exhibited intiative. They also agreed that aides did a good job with students when working alone and provided extra individual attention and instruction, and that students responded well to the aides. Principals were not as confident about the training the aides received, or that aides could effectively assist in diagnosing student reading problems. They were not sure whether students would learn less or the same if aides were taken out of their schools

SUMMARY

At the beginning of the first project year, principals agreed strongly that Project Assist staff assistance and materials had been adequate to implement the program. Principals expressed confidence about some aide capabilities and doubts about others.

Table Q-1: RESPONSES OF PRINCIPALS AT PALM, METZ, AND MARTIN TO PRINCIPAL QUESTIONNAIRE, OCTOBER, 1973

If aides are present in your school, please answer the following items, circling the letter of the response which best describes your answer, using the following scale:

a. Completely disagree
b. Disagree
c. No opinion
d. Agree
e. Completely agree

20.	The teacher aides in my school really care about the students and their learning progress.	a	b	c	d	111 e
21.	The teacher aides in my school exhibit initiative in working with students.	a	b	c	111 d	e
22.	The teacher aides in my school have been well trained for their job.	a	111 b	c	d	e
23.	The teacher aides in my school can effectively assist in diagnosing student reading problems.	a	111 b	c	d	e
24.	The students in my school respond well to the teacher aides.	a	b	c	111 d	e
25.	When the teacher aides in my school are working alone helping students, I feel sure they are doing a good job.	a	b	c	111 d	e
26.	If the teacher aides were taken out of my school, the students would learn a lot less.	a	b	1 c	11 d	e
27.	If the teacher aides were taken out of my school, the students would receive much less individual attention and instruction.	a	b	c	1 d	11 e
36.	The people in ESAA, Project Assist have been of assistance to you and your staff in implementing the program.	a	b	c	d	111 e
37.	The materials provided for ESAA, Project Assist have been adequate to meet the needs of implementing the program.	a	1 b	c	d	11 e